

# Break

## An open door policy

It is now 18 years since John Holt published his eye-opening *How Children Fail*, which turned many people's ideas about schooling upside down with its first-hand accounts of the way in which lack of understanding and plain fear can stunt a child's development.

In England this week for the publication of *Teach your own*, the latest of nine books preaching his painful message that most teaching impedes learning (and in time, if not asked for, can prevent it altogether), Holt admitted sadly that his habit of "putting stones in people's shoes" was not popular.

Although his reputation places him in with the handful of most influential - or at any rate, most read - progressive gurus, and though he still looks like an old-fashioned intellectual in his dark shirt and corduroy suit, he reports unhappily that his results have been "less than nil. Schools in the United States are substantially worse than when I started, and from what I hear of England, things have gone backwards here too."

A large and concerned audience at London's Institute of Education was even more concerned to hear that he had all but despaired of his attempts to change the system from within, and now preferred to devote his time offering help and support to those parents who wanted to take their children out of it altogether.

Question after question from admirers of his books, and those



John Holt: as smart as the average bear

Photograph by Rebecca Ross

"startling observations of children", hinted reluctantly at suggestions of copping out on the part of a hero who did not seem to want to shake up the state system any more: "People like you should do that work."

Well, said Holt defensively, he had been doing that work for 20 years, and had been sacked three times for his pains, even when his policy of teaching children what they wanted to learn produced better exam results. Other teachers in the States had been sacked too, and it was usually the administrators who wanted to throw them out rather than the parents. He thought that it might be more effective now to show them what could be done in a small way, and hope the lesson would be learned by example: "In a generation

we may see only 5 or 10 per cent of our children in 'education otherwise', and we will influence schools."

This led yet another questioner to comment more in sorrow than in anger on "the contrast between the profundity of your comments on children, and your thoughts on the politics of change".

John Holt's last thought on the politics of change proved simple and direct:

"I don't want to beat my head against a closed door for ever. I'm looking for one that is open. Since I was 23, I've been working for social change and I'm 59 now. I'm as smart as the average bear but I'm sceptical of head-on collision with the administration. All social change must begin with small groups."

## Personal column

Mary Warnock

### The fashionable fifties

I should greatly object if *The TES* started to divide itself up into separate sections. Though there are many pages of it I don't read, I don't want them to come in discrete bits, like the throw-away bits of *The Times*, or *The Observer*. (For one thing there are just too many bits of newspaper lying about on Sunday for the cat to sit on). Just as with a mixed radio format, you may find yourself, in the car or doing the ironing, listening to things you would never deliberately have chosen, so in a newspaper you may be led on to read even the bits about foreign education if they are there along with the rest.

All the same, there are some specialist sections of papers and magazines which, despite my principles, I do like. They are the women's pages. I wouldn't mind if *The Observer* or *The Times* or, for that matter, *The TES* had a pull-out women's section; and I am a compulsive buyer of women's magazines. I tell myself that I buy them to keep informed of what is thought suitable reading for women; or how the social background and moral presuppositions of fiction have changed over the years; or what has been the effect of the pill, or other aspects of liberation. There is an element of truth in these sociological explanations; but it is not the whole truth. The mixture of cosiness and fantasy, of conspiratorial plotting and naked aggression is irresistible.

But there is one serious defect: none caters exactly for me, or rather for my age group. And I can't think why not. In the old days, in *Vogue*, there used to be a figure called Mrs Exeter (a real person, in fact) who was supposed to represent "the elderly", showing them what to wear, how, flatteringly, to have their hair done and what disguising make-up to apply. The trouble with her was that she manifestly lived on about £20,000 a year, she had nothing to do, and was waited on by servants. Besides, she was apologetically old, with a stringy neck, and I doubt if she did very much for the then middle-aged.

Today there is a new magazine, called *Options*, recently started. It is up-to-the-minute, committed to the 1980s, full of exciting things about what happens if you are married to a homosexual. Last month it conducted a survey among working wives to find out how they managed their lives; just the sort of thing that the addicitive reader craves. But the survey was carried out among women aged between 25 and 45. They plainly thought that that

was stretching it. And if you look at articles about clothes there is some prejudice. In the first there are justifiable feet of clay: out shorts, mini-skirts, fancy suits and ethnic peasant fancy to be worn by those aged between 18 and 20; but after that the clothes which one could actually wear work are often labelled as fit those in their thirties or forties; further, to people in their thirties and seventies, one would like to go into the garment world where what to wear, let alone how to manage one's independence as a one's marriage, no longer are problems.

I am not asking for special clothes for those in their fifties. But I do see why it should be tacitly assumed that those over 45 have ceased to care how they live, or what they wear. In fact, the opposite is true. Women live longer and age less than men. We are an increasing proportion of the population. So there are more women over 30 than there have been before. Women aged between 25 and 45, if they are working, have young children, have paid no time to spend on their appearance. They fling on their clothes in the morning, get the breakfast, the children to school and to work. When they approach retirement, their children are old or fled, and they begin to think that they can be interested in their selves for a change. It is in the time-consuming, the time-consuming routines and the liberating open-out sex will have an appeal for them, if anyone, who will benefit from it. Most people of 25 have good anyway. Even if dressed in sack.

*The Guardian* recently carried an article telling us to "grow gracefully". That is not at all what is required. Someone must show that women, as well as men, are old and alive, old and intelligent, and hyperactive. If they have retired they may be essentially more of a voluntary work (like teaching or illiterates). They don't want to be included in the 1980s, full of exciting things about what happens if you are married to a homosexual. Last month it conducted a survey among working wives to find out how they managed their lives; just the sort of thing that the addicitive reader craves. But the survey was carried out among women aged between 25 and 45. They plainly thought that that

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As the Falklands crisis intensifies, returning couple tell of schools' refusal to stay open under junta

## Islands' teachers defy Argentine invasion force

by Philip Venning

Teachers are the only group of public employees on the Falkland Islands who have been openly defying the Argentine invasion force. They have ignored an order to open their schools, and taught pupils voluntarily in their own homes as a protest against the teachers' resistance. This week from John Peatfield, headmaster of Port Stanley Junior School, and his wife, Anne, who is a teacher at the school. Both remained in Port Stanley after the invasion but flew out last week as the threat of war intensified.

### TES exclusive

and modern primary methods which contrast sharply with the more formal Argentine education system. Though there were reports that the military rulers were planning to introduce Argentine history and geography as well as Spanish, the syllabus, the Peatfields say this was not mentioned. The Peatfields, like most of their colleagues, are contract teachers. They went out three-and-a-half years ago after teaching in Rochdale, and have returned reluctantly on a 60-day stand-by. If peace returns to the Falklands they intend to go back.

"Both primary and secondary schools were going through their most dynamic period. A great deal of curriculum development was going on for the first time," said John. "I have found it personally and professionally very challenging, and great fun." In Port Stanley there is an infant/junior school with 120 children and a senior school with 85. Until about three years ago some senior pupils were the commanding general then



John and Anne Peatfield... refused to cooperate after a "short, sharp meeting" with the naval officer placed in charge of education.

undertook sixth form work in Argentina, but this link has been phased out. Instead they now go on scholarship to Thomas Peacock School at Rye. The Port Stanley schools are staffed by about 20 qualified teachers. Three-quarters of their children live in the town, while the rest board in hostels. A new purpose-built hostel was due to open shortly.

In addition there are "camp settlement schools" (see *The TES* last week) where small groups of children on remote farms are taught by peripatetic teachers or by local untrained teachers. The new hostel was designed to bring all children over seven into Port Stanley schools. While the Peatfields have been on the islands, links between the Port Stanley schools and the camp schools have strengthened. A particular feature has been regular in-service courses run by the camp education supervisor, staff of the infant/junior school, and lecturers from Brighton Polytechnic which has given the education system professional back-up. In addition plans were under way for adopting distance learning techniques using CB radio and correspondence courses for those in really isolated spots.

## This week

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This picture of the settlement school at Port Stephens in the Falklands was taken by Andrew Usher, who spent several months working in the islands last year after sailing across the South Atlantic.

The school is run by an Englishwoman from Exmoor and is small, with 10 old-fashioned desks, a blackboard and posters. The children range in age from five to Gavin who, at 16, was made to go back to school by the manager - whose word is law in the settlement - because he had moved and missed six months' schooling.

Andrew Usher formed the opinion that the standard of education is low. It is assumed that clever children will go to England to take more O and A levels. Many never return; others come back as travelling teachers, moving round the settlements teaching for O levels or supplementing the basic subjects of maths, English, geography, history.

For those with no prospect of reaching the unobtainable wonderland that is England, the choice after 16 or so is likely to be between digging ditches and rounding up sheep.

## Ice breaker

They grow hardy perennials in the independent sector. While most members of the Independent Schools Association were shuffling off to breakfast at their conference in Brighton last week, Mr David Briggs, the association's general secretary, was splashing about in the sea. Mr Briggs, a youthful and rosy-cheeked man in his sixties, who was headmaster of King's College Choir School until he retired, admitted that he couldn't keep away from the water.

"All nostalgia, no doubt, for the time-honoured practice of breaking the ice on the plunger on cold winter mornings in the dorm."

## Case in point

Barely had Mr David Emms, headmaster of Dutch College, finished inveighing against over-specialization in the English schooling system in Brighton last week than his words were swiftly borne out. His speech was to be followed by a showing of the ISIS video film about independent schools. But to the crowd stayed bright for 10 minutes while various leaders wriggled about on the floor trying to make the cassette

recorder work. Mr Tim Devlin, director of ISIS, stood by helplessly. "I'm an Oxford classicist," he confessed.

## House calls

An exhibition of children's drawings and art work opened this week at Kenwood House in Hampstead. It is intended as much to show how an experimental cooperation between the ILEA and the GLC is working, as to show off the children's work.

Three historic houses, owned by the GLC, have taken part in a series of educational projects. Apart from Kenwood, the Royal Holloway at Blackheath and Marble Hill House, Twickenham, have been having school groups visiting for a week at a time and they have also run three-week summer holiday projects.

## End in sight?

With critics claiming that the National Union of Teachers was spending too much of its time discussing issues which had nothing to do with education, one has to admire the attempt of one of its Left-wing groups to focus the debate on disarmament around educational issues.

In a leaflet arguing why the conference should support affiliation to the Campaign for Nuclear Disarmament and unilateral disarmament, the Rank and File group claimed that people had a right "to a continuous supply of history".

## Hand of power

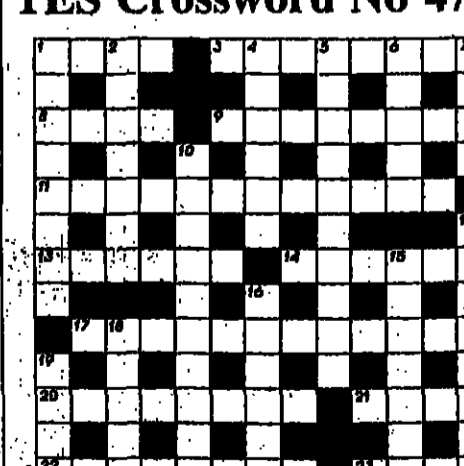
Dr Bill Taylor's new job as Principal of London University could hardly be called a bed of roses. In the good old days before 1975, when Sir Douglas Logan ruled London on the powerful maxim: "I'm only the Principal - I have no authority", and vice-chancellors came and went every two years, it must have been more fun.

But since the university was reorganized, and Vice-Chancellors stay for up to eight years as a real rather than titular head, Principals now have to be the VC's alter ego and chief administrator, working out the nuts and bolts of policy decisions. When a dwindling and inadequate grant has to be shared between powerful institutions, it's an exposed position. "A terrible job; terrible, terrible," said one old London hand.

## Next week

Local elections: what site they're saying about schools? Charles Clarke, Angela Rumbold and Anne Soper.  
17-plus: NFER research shows that new sixth-formers and their parents want O levels, and suggests that more vocational courses will raise expectations that cannot be met.  
John Weighman on the history of literacy. Back Cross on John Holt.

## TES Crossword No 47



Across  
1 Legislative measures followed by Romans (4)  
3 A stroke of the worst misfortune? (8)  
5 Confidence: trickster's and spells trouble (2,2)  
9 An accommodating woman (6)  
11 The charge of the school play (12)  
13 Take in with the eye of a stilet (6)  
14 Rigid habit of the medieval ages (6)  
17 You're welcome to do fine a gratifying experience (3,1,8)  
20 He gets fed up with people (5)  
21 Sediment of part, perhaps (4)  
22 Elizabeth includes us (8)  
23 An outstanding boss? (4)

## Down

1 It's a good idea to do it (4)  
2 It is very hard to do (4)  
4 There are (10)  
5 Lacking imagination, he goes for a simple (6)  
6 Doh! (3)  
7 Toy that children love (4)  
8 Fast (10)  
10 Fast in appearance (10)  
12 He makes a practice of (10)  
15 Paradoxically, he has money in a new (6)  
16 Unleashed in (10)  
18 He won't (10)  
19 His mates (10)

Solution to Puzzle No 46  
1. H. 2. H. 3. H. 4. H. 5. H. 6. H. 7. H. 8. H. 9. H. 10. H. 11. H. 12. H. 13. H. 14. H. 15. H. 16. H. 17. H. 18. H. 19. H. 20. H. 21. H. 22. H. 23. H. 24. H. 25. H. 26. H. 27. H. 28. H. 29. H. 30. H. 31. H. 32. H. 33. H. 34. H. 35. H. 36. H. 37. H. 38. H. 39. H. 40. H. 41. H. 42. H. 43. H. 44. H. 45. H. 46. H. 47. H. 48. H. 49. H. 50. H. 51. H. 52. H. 53. H. 54. H. 55. H. 56. H. 57. H. 58. H. 59. H. 60. H. 61. H. 62. H. 63. H. 64. H. 65. H. 66. H. 67. H. 68. H. 69. H. 70. H. 71. H. 72. H. 73. H. 74. H. 75. H. 76. H. 77. H. 78. H. 79. H. 80. H. 81. H. 82. H. 83. H. 84. H. 85. H. 86. H. 87. H. 88. H. 89. H. 90. H. 91. H. 92. H. 93. H. 94. H. 95. H. 96. H. 97. H. 98. H. 99. H. 100. H.

## Warning for Gateshead

Sarah Bayliss

Controlled by the Labour Party since the second world war, is the town of Gateshead, which has been a letter from Miss Sheila Gordon, the chief HMI, expressing concern about the effect of cuts on educational provision.

The letter follows the important report which investigated the state of schools in autumn 1981 and the effect of spending cuts on their provision.

## Strasbourg case mother's choice for son

Mrs Grace Campbell, the Scottish mother who took the Government to the European Court of Human Rights over corporal punishment, has sent her son to an independent school which practices corporal punishment. It is revealed this week.

Gordon Campbell, now aged 12, attended Glasgow Academy, Mr Roy Chapman, the headmaster, confirmed he is a pupil and said that "corporal punishment was one of a considerable number of sanctions available in the school".

He did not know if Mrs Campbell had changed her mind over beating because they had "never discussed the matter". But she was aware of the school's policy and no "special arrangements" had been made for her son.

## Foreign Office spells out facts on nuclear weapons

by Nick Wood

The Foreign Office will next week send pamphlets on nuclear weapons and arms control to all schools and colleges in the United Kingdom. The literature puts the case for retaining nuclear weapons in the absence of multilateral disarmament. "Given the Soviet Union's massive nuclear and conventional military power, the West must maintain nuclear weapons to do the job of deterrence effectively. This is the surest way of influencing Russian calculations," says one pamphlet, *The Balanced View*.

In line with Government policy it rejects the case for unilateralism. "Unilateral disarmament by Britain and its allies is clearly not a safe or sensible alternative. Pressure for unilateral moves will encourage the Russians to block any negotiations in the belief that, if they wait long enough, the West will disarm on its own, without seeking Soviet reductions in return."

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# The examination tail will wag . . .

Sir Keith Joseph's proposals for curriculum and examinations deserve - and will no doubt receive - close and critical analysis. With the reorganization of the health service to his credit, Sir Keith does not have a record of unbroken success in matters of organization.

What he has done on this occasion is to adopt the plans which most nearly correspond to the DES's institutional taste for centralism and clarity. The department's responsibilities for both curriculum and examinations are poorly defined, Section One, responsibilities. But by custom and practice, the Secretary of State has acquired a more direct oversight of examinations than curriculum: his representative countersigns the O and A level certificates; the CSE boards operate under arrangements which he instituted. There are important decisions for him to take about the reform of the 16-plus, the setting up of a 17-plus, and the overhaul of A levels. The DES clearly feels that these decisions can be better prepared if the Secretary of State has the advice and assistance of a specialist advisory body composed of experts nominated by him (and more susceptible to guidance by the department).

Behind this - and, one suspects, shaping the judgment of the senior civil servants in the Department - is the failure of successive Ministers to face up to the decisions on examinations which they, and only they, should have taken. It has become fashionable in political circles to blame this failure on the Schools Council and on the quality of advice the council has given. This makes a convenient excuse for Ministers who like to think the Schools Council should have served up cast-iron proposals based on copper-bottomed consensus. Unfortunately, no such luxury is available, as the new examinations council will discover if it ever seriously attempts to consider examinations within a larger curricular context. But it is a saving human grace to be ever-hopeful, and behind the latest plan is the

hope that the new body will make it easier to bring Ministers to the point of decision. Certainly, for Conservative Ministers like Dr Rhodes Boyson, the Schools Council has become like a red rag to a bull, and it is enough for any proposition to be supported by the council for Dr Boyson to be implacably opposed to it.

It is, perhaps, inevitable that Ministers and civil servants should be more interested in exams than in curriculum development: exams are the chief instruments of national control for the secondary school curriculum. If he can strengthen his control of examinations, Sir Keith can afford to be more relaxed about curriculum development in the face of the limited success of his predecessors' attempts to impose a common core. Hence the second council - for school curriculum development - to take over the other half of the Schools Council's remit (albeit in an attenuated form) with readers still forming a majority, two-thirds of them chosen from lists submitted by the unions.

The plan will be anathema to the Association of Metropolitan Authorities and to the National Union of Teachers. The Association of County Councils may not like it but will go along with it. The other teachers' unions will probably learn to live with it, once they have expressed ritual disappointment at the rejection of Trenaman.

The Schools Council came into being because the local authorities joined with the teachers in shooting down the Ministry of Education's favoured in-house curriculum study group. Will they and should they shoot this down too? Can they rebuild their alliance against central control? In the present heightened political atmosphere such an alliance would be difficult to put together, and in the absence of any statesman in the Alexander class on the authorities' side, probably impossible. But some very serious doubts must remain about Sir Keith's formula. Is it right to divorce the consideration of examinations from that of

curriculum? All logic suggests the two should go together, and that examinations should follow not lead. From the brief details so far released, it looks as if the examinations council will be dominated by the examinations experts. The examination technicians have excellent qualities and great expertise, but they also reflect a particular set of priorities which arise from the specific requirements of examining. The examination boards have developed a life and an ethos of their own; they have important vested interests which are liable to influence their judgment.

The danger that the examination tail will wag the curricular dog must be very obvious and everybody will want to know how Sir Keith intends to prevent this from happening. He can, with some justice, argue that even in the Schools Council, which combined the two responsibilities, there were inadequate links between them. But to say this is only to emphasize how difficult it is to find an effective way of bridging the gap. What is now liable to happen is that the curriculum development council and the examinations council will move in opposite directions, destroying the tenuous consensus for 16-plus examination reform in the process. Already the voices calling for the abolition of external exams at 16-plus are growing in volume. They will grow stronger in the new curriculum body.

Sir Keith's announcement ends one period of uncertainty but opens up another. It will be the end of the year before much can be achieved in setting up the examinations council. The curriculum development council will take considerably longer to get under way. By the time it is ready, a general election will be in the air.

What will remain will be the central point - that whether there are to be one council or two, the issues of examinations and curriculum are intertwined and it is the curriculum which should be paramount. This is not the message which this administrative package conveys.

# Comment

## Seventeen plus

The Government is at last ready to move on the 17-plus - backwards. The draft proposals for the new pre-vocational certificate (see page 3) for FE and less able sixth-formers show clear signs of a tactical withdrawal, as they say in South Georgia.

One idea contained in last year's consultative paper of a new exam to be passed or failed. The proposed profile of achievement must, however, "make it clear whether or not a candidate had done well enough to gain entry to further education".

Sunk without trace is the insistence in the earlier paper on teaching "specific skills" - computer, no doubt in the face of the longer range guns of HMS Expenditure. Now the new courses need only "give a feel for one or more types of employment".

One man's retreat is another's advance, and there is a hint of a reprieve for the work that has gone into the CEB, in the talk of "broad balanced general education" for those who have no idea what sort of job they want to do.

As versatile as a jump-jog, the new certificate will come in three versions. Marks One and Two will provide tactical support for TEC and BEC courses while the Mark Three will provide more general purpose power "building on the pioneering work of the GCE and CSE boards" or, in other words, the CEB. The earlier paper ruled out the deployment of these boards in the 17-plus. The 17-plus was to be their reserved occupation. But the latest proposals do not rule out their participation - a relief no doubt to those boards beginning to see the potential of the 17-plus as a major new

school leaving examination.

There has also been a shift of target from "those of broadly average ability" to "young people of widely varying ability" and "a substantial proportion of the 16 to 19 age group". The Government clearly find it easier to say who it does not mean (those capable of O or A levels or training) rather than those it does.

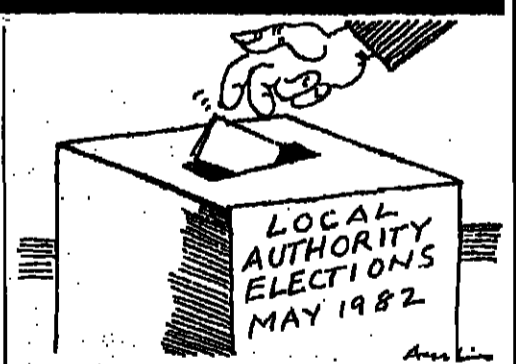
This tends to confirm the status of the new sixth as the last resort option. The research of the NFER (see page 22) shows teachers are desperate for some sign of moral if not financial support from the Government, some sign that the 17-plus will be valued as a constructive course in its own right rather than a palliative for those the academic system has failed.

The new sixth form is often in the position of asking those who have gained very little from school for another chance to show what school can do. The Certificate of Pre-vocational Education - education's "counterpart" - to the New Training Initiative, it is for "those who choose to stay on at school" rather than the young unemployed. As though there was something separating the two groups.

About 80,000 a year are expected to volunteer for the CPVE. Though this is less than half the potential candidates, this DES estimate could well prove over-optimistic when students realize that by signing up for the NTI they will be paid while at school they will not.

## Who pays the piper, votes

The local elections have seldom much to do with local issues but this year there is a bewildering mixture of conflicting factors for the intelligent observer to bear in mind. The strong field of candidates standing under the SDP label - all of whom are at least as bright as both parties - has been a major factor in



school leaving examination.

Because in many places the Conservatives are defending seats won in 1979 when Labour was at a low ebb, they must be highly vulnerable to the normal swing against the party in power at Westminster. But who knows how far the Falklands crisis, which seems to have sent the Tories shooting up in the national opinion polls, will indirectly benefit them at the parish pump level too?

Or will the election be dominated, after all, by the mammoth of unrighteousness? According to the conventional wisdom on which British politicians are raised, the elections should be about the size of rate demands.

Education is at the centre of the argument because it is far and away the biggest item of expenditure but experience suggests the election will turn on much vaguer national considerations concerning the state of public support for the parties generally. If so, look for a good result for the Conservatives and disappointment for the Alliance.

## No comment

"LIBRARY DISTRIBUTION: Company requires temps to check library books. Aged 22 plus, applicants must be able to read and write and have a minimum of 2 O levels."

## Who's afraid of the big bad wolf?

Dr Rhodes Boyson thrives in opposition chafes in office. His taste for hyperbolic rictus his speeches and his instant copy in *The Daily Telegraph*. But it is liable to him far beyond the policy of his own Schools Council and Department. This makes it more necessary to listen carefully to what he has to say on occasions like last Sunday's put in an appearance at the National Council for Educational Standards (page 9). At the time his speech had been reduced to a headline on a BBC news bulletin. It was something like: "An education Minister comprehensively for falling examinations standards."

What he had done was to focus on a remarkable change which overtook the secondary schools during the 1970s. Through the 1950s and 1960s, there was a strong tendency towards more staying on beyond the leaving age, which was reflected also in students getting GCE passes at O and A level. In 1960-61, 8.3 per cent of the age group obtained one or more A levels in school. By 1970-71 the figure had risen to 15.3 per cent. It was widely assumed that the rising tide would continue and those who continued the ever-widening flow of sixth-formers were those who most strongly supported comprehensive reform.

Unfortunately, the trend suddenly reversed. It peaked at 15.7 per cent in 1974-75 and since then has continued at or about the 10 per cent mark to belie successive forecasts of a qualified demand for higher education.

The big question is: why did it change, when it did? Dr Boyson has a ready-made answer: a dramatic fall in the general level of education and less discipline in the classroom. He also points to the decline in teacher morale. He discounts the third, and plumped with a good deal of force for a fourth - "the move to compulsory comprehensive secondary education".

It is important - for supporters of the comprehensive school no less than for critics - to recognize that nobody can offer more than a partial explanation. It is therefore in the absence of the comprehensive school to point to the Boyson thesis is unproven. Progress and antagonists alike are in the business of analysing and attempting to explain social changes. It is exceedingly unlikely that what happened stemmed from a single cause.

Certainly something did occur in the 1960s and early 1970s, and not only in Britain. It is a fact that optimism about education declined in many countries. People began to talk about the change from expansion to steady state. How all this linked up with the *Evénements de '68* and the boom and bust of student revolt is another can of worms that must disturb Dr Boyson's taste for explanations.

Where does this leave the comprehensive school? Neither in the dock, nor in the clear. It must be true, as Dr Boyson says, that teaching skills were redeployed to a limited amount of top academic subjects. It is true, too, that alongside all the other changes has gone a disappreciation of the simple statistics on this can be misleading without more information about the employment and changes in the class composition. Still, if comprehensive schools were to help more working class pupils to reach a full academic potential there is no doubt that this has happened at the upper end of the scale.

All this, however, leaves out of account many factors which are likely to have been important - notably the effect of inflation on economic performance in the late 1970s, the galloping inflation and appalling unemployment in the 1970s and after. The inter-relationship between educational motivation and economic performance is complicated and the explanation, but few can doubt that there has been stagnation has a depressing effect on education as on everything else. This doesn't mean the Boyson thesis but it suggests it gives a more than complete account of a troubled decade.

Stuart Mackenzie

## May Day . . . only in public

Many children at independent schools will be poring over their books on Monday while their more fortunate counterparts in the state sector are out enjoying themselves on the traditional worker's day of rest and celebration.

A spokesman for the Independent Schools Information Service said it would be "business as usual" for many public schools.

St Helen's Girls School in Northwood, Middlesex, is typical of those schools letting the May Day holiday go unobserved.

"The girls only came back last Thursday. They have got a very busy year with O and A levels and the school has 200 boarders who have to be dealt with. We never have observed the May Day holiday," said a spokesman.

I THINK IT'S OK TO BUNK OFF ON MAYDAY - THAT'S PRIVATE ENTERPRISE



## Traditional look is likely as 17-plus courses concentrate on the practical

Mark Jackson

The Government has decided to let schools offer courses for the new plus pre-vocational certificate without requiring them to include specific occupational skills. This would continue and those who continued the ever-widening flow of sixth-formers were those who most strongly supported comprehensive reform.

The plans for the new certificate, intended for the post-16s in schools and colleges who are not preparing for higher education, are to be published by the Department of Education and Science around the end of next month. The syllabus will be set up by a new body which is to be set up to run the certificate nationally.

The DES says they should "give a vocational bias to a balanced programme of general education".

A final draft of the part of the certificate dealing with the curricula, and certification, which will be on the basis of assessments rather than formal examinations, has been sent to the local authorities. It says the course should:

- develop self-motivation, a sense of responsibility and the ability to work with other people;
- help students find out what kind of job they could do well.

About two-thirds of the pupil's time should be spent, the DES suggest, on a common core of written English, mathematics, science and technology, "and studies designed to give a broad understanding of citizenship and its responsibilities".

## Scheme is shelved

Devon County Council's innovative scheme to fuse a school and further education college in Tiverton into a single 13-19 institution has run into difficulties following local opposition.

The county's education committee was told on Tuesday a recommendation to take no further action on the Tiverton scheme. However, the idea of developing a unified system of 13-19 education remains to be tried elsewhere.

During consultations on the plan, the county found only "limited interest" in Tiverton where the school and college, which ate on the same site, are said to be mutually supportive of each other.

Next principal

Mr Paul Gillingham, acting vice-principal of Bradford College, has been named as the unanimous vote as the new principal. Dr Gillingham, 42, and an electrical engineer, joined the college as a technician in 1964 and worked his way up through

## Government urged to offer chance to school leavers

The Manpower Services Commission this week decided unanimously to recommend the Government to extend its proposed youth training scheme for the unemployed to a traineeship offer to all school leavers.

The commissioners approved the plan put forward by its task group for a year of work, training and further education to be provided for 400,000 16-year-olds and another 60,000 17-year-olds from September next year. The task group's report, whose main recommendations have already been disclosed by *The TES*, will be published next week.

The commission's unanimity, quickly apparent at its meeting on Tuesday, surprised some of its own members who had feared a last-minute

argument between the representatives of the employers and the unions over the size of the weekly allowance. The task group recommends that it should be maintained at the real value of the present Youth Opportunities Programme rate of £25 a week; and its report estimates that this will be between £1,400 and £1,450 a year by the time the new scheme is running.

But the Confederation of British Industry, whose representatives on the group had only reluctantly agreed to the formula, issued a statement last week which said that the group had recommended an allowance of £25, and hinted that the CBI might resist any attempt to update it when the scheme starts.

The TUC's General Council on

Wednesday welcomed enthusiastically the commission's recommendations, which it said reflected a consensus commitment to good quality youth training. But it added that it wanted matching progress in providing more opportunities and grants for those who stayed on in full time education.

The Employment Secretary has to decide by the end of next month whether to tell the commission to go ahead with his own proposals or the alternative scheme. The strong support for the task group recommendations from the commission's new chairman, Mr David Young, who is Mr Tebbit's own choice, greatly increases the pressure on the Government to accept them.

## MSC seeks extended training scheme

The Manpower Services Commission this week decided unanimously to recommend the Government to extend its proposed youth training scheme for the unemployed to a traineeship offer to all school leavers.

## Welsh colleges hit by cuts

Spending cuts have made Welsh colleges less able to adapt to the needs of the young unemployed than their English counterparts, according to Her Majesty's Inspectorate.

The inspectors' report on the effects of cuts on Welsh schools and colleges, published this week, is noticeably less gloomy in tone than their report on England, published at the beginning of the month. But it tells a similar tale of lighter staffing, greater dependence on parental contributions and deteriorating book provision, with less able pupils bearing the brunt.

And in further education, the position appears to be much worse than in England.

Of the eight Welsh authorities primary staffing in one and secondary staffing in another worsened significantly last year but otherwise none of the changes in ratio was large, the report says.

It stresses, however, the problems posed for schools by the continuing strictness with which authorities are applying staffing formulae. Although no teachers have been made redundant, the proportion of teachers with temporary appointments remains high

## Union protest over head

Members of the National Union of Schoolmasters/Union of Women Teachers in Halyard High School, Luton, are refusing to attend staff meetings outside school hours in protest at the action of their head during the period of industrial action in support of their pay claim last term.

The NAS/UTW claim that the head, Mr Brian Round, a member of the National Association of Head Teachers and the Professional Association of Teachers, supervised classes and dinner duties against the advice of his unions which negotiated action by their union and the National Union of Teachers.

Mr Round said this week: "I have done the job of head as I saw it, and I have the complete support of my authority."

## PAC advice welcomed

The Public Accounts Committee has said that individual universities should be allowed more time to adjust to cuts if they can prove this will be more cost-effective.

The advice will be very welcome to universities such as Bradford and Hull, who have argued this case persistently, and to the Association of University Teachers.

But the University Grants Committee, so far, has only allowed Salford an extension, of one year, and Sir Keith Joseph has said that more time would be given only to "exceptional cases, possibly one or two."

In its report, the PAC says, "We trust that the UGC will consider allowing a university to adjust to the required lower level of activity over a longer period than the three years objective if it can show in its own case that this would be cost-effective." - *THES*.

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# Boyson creates a furore by maintaining that comprehensive schools have failed the nation

Dr Rhodes Boyson, education junior minister, divided the education world this week with a claim that comprehensive schools were responsible for the failure to improve GCE examination results in the 1970s.

He also blamed them for a drop in the proportion of university entrants from manual and clerical families throughout the 1970s. Neighbourhood schools lessened the opportunities in working class and inner city areas, he said.

Unless the system was reformed by the development of specialized comprehensives and other radical changes like vouchers and trade schools on the Russian model, Britain could soon become "a card-carrying member of the Third World", he predicted.

His speech to the NCES, a right-wing pressure group, was warmly received by delegates.

But his analysis was swiftly rejected by supporters of comprehensive schools. Mr Neil Kinnock, Labour's education spokesman, described his diagnosis as "superstition" and his prescription as "mythology". And Mrs Joan Sallis, a spokesman for the Confederation for the Advancement of State Education (CASE), said it was "absurd to judge schools by A levels or the proportion of a particular class that get into higher education".

There was only a proportion of the population for whom A levels were designed, Mrs Sallis said. There was "absolutely no evidence" that standards for the majority had declined. The number of young people leaving schools without any form of examination qualification had been de-

## Biddy Passmore reports on the National Council for Educational Standards conference

What Dr Boyson is saying is that you should give the majority an inferior education because they're not capable of profiting from anything else", she commented angrily. "It's a small increase in A level success."

In his speech Dr Boyson said there were clear signs of educational and academic improvement from 1945 until the late 1960s. The percentage of 18-year-olds obtaining 2 or 3 A levels doubled between 1957 and 1967 and everyone had assumed that this improvement would continue. Yet something happened to prove such optimism totally unfounded. The percentage peak in A level achievement was apparently reached in 1971 he said. From 1969-78, the percentage of boys in state schools obtaining one or two A levels actually fell, while the number obtaining three was static. Girls showed a small increase in A level success.

Meanwhile, the percentage of 16-year-olds getting five O levels or CSE grade 1 remained static, despite

higher spending and the raising of the school leaving age.

"Dare one... suggest", he continued, "that the move to compulsory comprehensive secondary education throughout the country was a major factor in the reversal of school academic advance?"

One weakness of the comprehensive system was that it spread able academic staff over two or three times as many schools as the previous system, so that there might not be enough to go around, especially in shortage subjects, Dr Boyson said. Gifted children might not be recognized because of teachers' low expectations.

And there might be in many comprehensive schools the "disastrous heresy" of the 1980s that pupils from poor socio-economic backgrounds were prisoners of their homes and environments and no action must be taken to develop them to the full.

Dr Boyson also suggested that local education authorities were using falling rolls as an excuse for sixth form reorganization when the real cause was the failure of comprehensives in many areas to produce good fifth and sixth form results.

Turning to the next 15 years, he proposed that comprehensive schools should specialize. Each should have a basic "table d'hôte menu" and offer a speciality on which there was extra emphasis, teaching and equipment, he said. Specialisms could include mathematics, science, languages, music, ballet or even sport. Children of specific abilities could be identified for transfer to specialist schools at the age of 11, 14 and 16.

## Tougher stand

Parents of disruptive pupils who refused to let their children be beaten should have their family allowances docked, the conference was told.

Professor Arthur Pollard, professor of English at Hull University, said isolation and suspension were ineffective ways of punishing recalcitrant pupils. Isolation could easily accomplish exactly what the offender wanted - escape from a situation which bored or irritated him, he argued. The same was true of suspension.

## More grades

A common system of examining at 16-plus would be acceptable if there were more grades, the top grades were externally set and assessed and there were separate tests for the least academic pupils, the conference heard.

But Mr Stephen Woodley, a housemaster at the King's School, Canterbury and editor of the NCES Bulletin, said the introduction of "meaningful tests of attainment" for the less able was a higher priority than merging GCE and CSE.

## Eng Lit threat from Left

Left-wingers were threatening to replace English literature with "communications studies", Mr Brian Cox, Professor of English at Manchester University, warned the conference.

Many teachers with power in curriculum and examination projects have rejected central placement of writers such as Milton and Shakespeare because they had supported "bourgeois hegemony", an ideology the Left rejected, he said. He referred to a forthcoming book called *Re-reading English* edited by Peter Widdowson, which argues that all teaching is a political activity, "and English literature especially so".

Professor Cox said that left-wingers were right to say that the values in traditional English literature were not politically neutral. It was therefore important to reassess them.

Professor Cox, who is chairman of the trustees of NCES, also attacked standards of English language among young people entering higher education. A report from Glasgow University had shown that a quarter of first year students needed help with their prose, he said. Universities already needed preliminary courses in English Language to make good this deficiency.

Professor Cox's evidence was backed up by Dr James Gibson, a lecturer from a college of education. A few years ago, his college gave a simple English essay exam on the first day of the course. Between 30 and 45 per cent failed, and had to be given remedial help.

Professor Cox's analysis was derided later by Mr Anthony Adams, chairman of the National Association for the Teaching of English, Nick Wood writes.

He said that the majority of English teachers were "probably SDP supporters" and that Professor Cox was "talking at windmills".

"In any case, Milton is one of our most radical writers. If you were trying to promote left-wing views, he is one of the writers you would choose."



## A double celebration

Mr Carlton Duncan, 41, the first black headmaster to be appointed to a school outside London, is pictured with his wife, Satwinder, 24, who is expecting test tube twins in September, and their adopted son, Jamie, 3. Jamaican-born Mr Duncan this week took over the headship at Wyke Manor Upper School in Bradford which has more than 1,000 pupils aged 13 to 18. About 10 per cent of the children have Asian or black backgrounds. Mr Duncan was previously deputy headmaster of Sidney Stringer School and Community College in Coventry.

Mrs Duncan's pregnancy follows treatment at Dr Patrick Steptoe's clinic in Cambridgeshire.

Mr Duncan said he was pleased to be given such a warm welcome at the school and to be asked so many questions about his wife's health. She is in good spirits, he said.

Asked what changes he planned for the school, he said he was a believer in multicultural education as a way of building up the self-esteem of black children. He quoted Mr Seacole, the Jamaican nurse who worked with Florence Nightingale in the Crimea, as an example of the figure both black and white should know about.

"If our textbooks and styles reflected this kind of background, it would be motivating black children as well as the indigenous white children," he said.

"My message to black youngsters be spirited, change is at hand. There is a definite drive in schools towards multicultural education. It is an answer to much of the problem of demotivation."

Nick Wood

## Short, sharp shocks soon wear off

by Diane Spencer

The "short, sharp, shocks" for young offenders in detention centres are inadequate, the Prison Officers Association says.

The association found, after a survey of the four centres with the toughest regimes, that they were less tough than the regimes they replaced.

The effect of the "shock" wore off after three weeks, and few football hooligans and muggers - for whom they were originally intended - were sent there, according to the association.

But magistrates were continuing to send youngsters with numbers of previous convictions, usually taking vehicles and licences, and some who were medically unfit for such a regime. One boy had undergone open heart surgery two years before his sentence, and some had "serious physical deformities".

Since the new regime started in April 1980 at New Hall, near Wakefield, 76 out of the 1,070 trainees have had to be transferred to other detention centres as unfit to cope with their treatment.

## Daily glue sniffing by girls

by Sarah Bayliss

A survey of glue sniffing and abuse among adolescent girls showed that more than half thought it did it every day.

More than half thought it did it every day and on their own as well as in groups.

Almost half the sample estimated that their glue sniffing sessions lasted for an hour or more.

"The findings relating to frequency and length of sessions give a picture of the extent of the problem in glue-sniffing by girls," says the number of the girls, says the report.

Between January and July, Miss Dendle, a social worker, found that 22 out of 100 girls admitted they had been involved in glue sniffing - a trend which was significant enough to carry out a detailed survey.

## Reform strategy vital for Britain

by Shirley Williams

A new body is needed to define a strategy of reform for higher education, Mrs Shirley Williams, one of the leaders of the SDP and a former Education Secretary, said this week.

Chairing the Bernard Porter Lecture at the University of Kent on Tuesday, Mrs Williams said it was vital for Britain that higher education should adapt. We should educate more broadly, a higher proportion of the population over 18, she said.

The narrow specialization of the English honours degree was inappropriate to the needs of the economy and information technology, she said. The result of a formal, academic exam system was dominated by the universities themselves.

It was essential to bridge the gap between scholarship and its practical application. This required the bringing together of academic and vocational courses in secondary education, where tertiary colleges offered the best hope.

She said that the government should create a new body to define a strategy of reform for higher education, Mrs Shirley Williams, one of the leaders of the SDP and a former Education Secretary, said this week.

# Insider takes on ILEA's outside job

Carlisle - then the smallest education authority in the country. When the town was absorbed into Cumbria he became second deputy director of education.

He says he is very conscious of the influence chief officers have had on him: Leonard Charnley of Carlisle "who thought very fundamentally about education", Gordon Bessy at Cumbria who was a famous advocate of community education, Peter Boulter at Cumbria, and finally Peter Newsam.

"To follow Peter Newsam who has been my mentor for the last five years is an enormous challenge and a great honour. If I can go halfway to achieving what he has achieved, well..."

He came to London with the express desire to work with Peter Newsam who had already been an



## Profile

Bill Stubbs

Inspiration when he too was an officer in Cumbria. He arrived in London at the tail-end of the Tyndale affair in which a primary school was accused of falling its parents, governors and children. He wanted to be part of the recovery plan for London schools.

His achievements as director of education with responsibility for schools include a procedure for self-assessment by schools, first advocated by the ILEA Inspectorate in the late 1970s. "I was very anxious that that shouldn't become amorphous and run into the sand."

The authority has gradually instigated a procedure by which each secondary school assesses its performance and that of its pupils in an annual report to parents and governors. Every five years there is a review of each school by the inspectors. The policy is now entering the primary sector.

"I'm very conscious that it means more work for teachers but without the cooperation of parents and governors the task of teachers in fully developing the potential of children is that much harder."

He is a strong advocate of parental involvement and associates with this the complete overhaul of suspension procedures in ILEA schools. Five years ago the authority was seriously worried about the high number of children on permanent suspension. Now a suspension for more than 10 days requires a special meeting of the governors. "It's a sensitive, sensible procedure which I'm pleased to defend and which gives the parents the right to be involved."

His wish to make the education system more accessible has led to the recent proposal for altering the content and structure of provision for the 16 to 19s. He visited Sweden and was inspired by the range and simplicity of the educational offer to teenagers there.

He now wants to press forward with a system of tertiary education boards for every division which would not necessarily involve tertiary colleges but which would emphasize

a new phase of education for students over 16.

As well as being responsible for schools he has twice taken overall charge of the annual budget.

His appointment to the £30,000-a-year job has created a new vacancy at the deputy level where a gap already exists - John Bevan has gone to head the new national body on higher education. A new finance officer must also be appointed. Bill Stubbs will soon be involved in a critical review of the job descriptions. "My first concern now is to ensure the vacancies are filled as soon as possible."

He is said to be physically and psychologically strong - an essential requirement for one of the most stressful jobs in the education world. "My pulse rate and heart beat are still fairly healthy after five years in London - mind you I haven't had a medical since last Thursday" - the day he got the job.

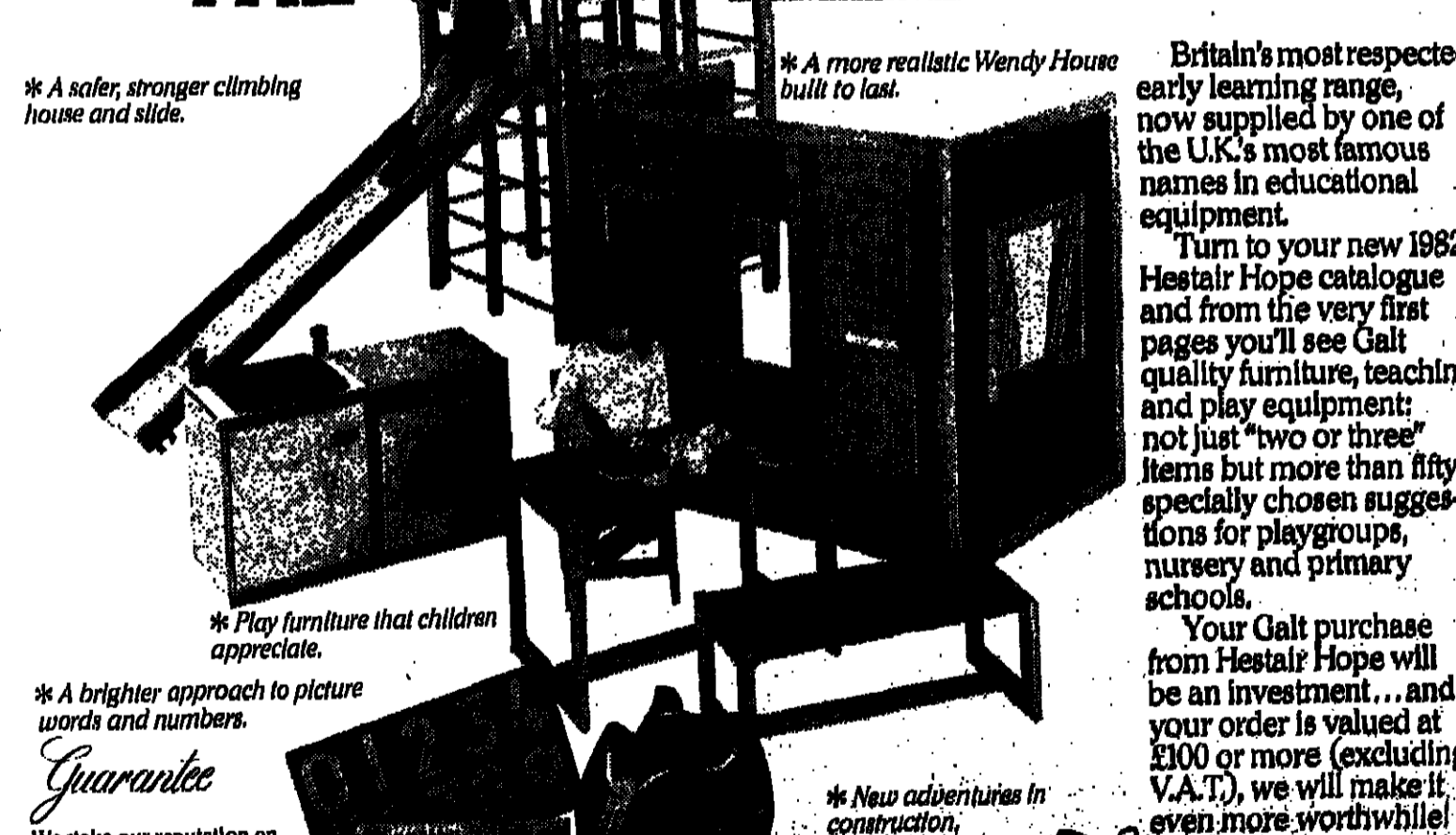
It is said that after the palace revolution last May when Sir Ashley Bramall, the long-standing Labour leader, was replaced by left-winger Bryn Davies, and when with the exception of one chairmanship all the sub-committees changed hands, relations were strained between Mr Stubbs and some of the new Labour politicians.

However, trust and understanding has grown, and his appointment was agreed unanimously. That is evidence he has proved himself with all shades of opinion.

Sarah Bayliss

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TEB/30/82



# Local elections preview

The results of next week's local elections in 56 English education authorities are harder to predict than they have been for many years.

The key issue is how successful the Liberal/SDP Alliance will be in challenging the major parties' control over municipal affairs.

The elections are a contest which in normal circumstances Labour ought to win. An unpopular government in mid-term usually means major gains for the opposition locally. Many of the seats being defended by Conservatives were won by them in 1979 when the Labour Government was unpopular. By rights, many London boroughs should swing back to Labour.

**Even if the SDP does not win overall control in Birmingham, Dudley and Manchester, "hung" councils have a strong possibility.**

However, the circumstances are abnormal this year. Given the presence of the SDP, voters have a new choice. Recent by-elections have proved the point.

Since last May the Liberals have had a net gain of 92 local seats, while Social Democrats have recorded a net gain of 52. Labour, which was making gains until last September when the SDP reached a peak of success, now has a net loss of 15 while Conservatives have a deficit of 92 seats.

Elections where education policies

# The Xs that could mark the grave of the two party political system

and budgets will be put to the test are being held in 20 outer London boroughs. Currently 14 are Tory-controlled and six are Labour-held.

The inner London boroughs also have elections but they do not administer education. However, each borough sends one representative to the Inner London Education Authority, and their complexion could change. Mr Neil Fletcher, a left-wing councillor for Camden, is currently the chairman of the ILEA's further and higher education sub-committee - a job he would lose if Camden swung to the SDP.

In all, 36 towns and cities have elections. In 26 of these just one-third of the seats are up for election. However, in 10 cities there are all-out elections where in theory the entire balance of power could change.

The 10 are: Birmingham, Dudley, Gateshead, Kirklees, Manchester, North Tyneside, Salford, South Tyneside, Sunderland and Wakefield. All are currently Labour-held, with the exception of Dudley. There Labour has a narrow majority but three Social Democrats working alongside the Tory group have, until recently, held the balance of power.

Three education authorities are particularly intriguing: Birmingham, Dudley and Manchester. Each could have many new faces and even if the

SDP does not win overall control, "hung" council are a strong possibility.

In Birmingham, Dr Charles Gray, a former Labour chairman of education, defected to the SDP last autumn and has led a group of six on the council. He is a lecturer in the chemistry department of Aston University.

The Alliance, which is contesting all seats, has a manifesto that slurs Labour for its swingeing cuts in education and promises to restore primary school milk and re-introduce a rolling programme for increasing nursery places. It condemns the most recent budget which reduced the proportion spent on education from 63 per cent of the total budget to 60 per cent.

A DES decision on tertiary colleges for Birmingham schools is still outstanding but the Alliance dismisses the Conservative case for a "mushroom" system of secondary education.

"We don't want to see 11-16 schools and 11-19 schools in the same neighbourhood, which is what the Tories are pursuing," said Dr Charles Gray. "We want to see strong viable institutions."

In neighbouring Dudley, where three Labour members became Social Democrats even before the party was formed nationally, the Alliance is fielding 35 out of 72 candidates. Its manifesto takes full advantage of the Social Democrats' proven record on the council. Mr Tom Clitheroe, former Labour chairman of education, took the education chair for 18 months in a special "working arrangement" with the Conservatives. Under him cash was injected into the education service.

More places for rising fives, more cash for school buildings and equipment and a thorough review of 16-19 provision in the old county of Dudley are all in the manifesto.

**In London political commentators and party managers are reticent to forecast results but it is assumed the Alliance should take Richmond.**

A radical policy to reduce the political control on school governing bodies is also advocated. "Frankly, many members can't and don't attend to their duties as governors. We really want to turn these things over to parents and that's what we shall do," Mr Clitheroe said.

A hung council with 15 or more Alliance councillors is on the cards. In Manchester conflict and squabbles within the local Labour party has enhanced the Alliance position. It is fielding candidates in all 99 seats.

Mr Gordon-Conquest, Labour's education chairman, has been selected as a candidate only after the intervention of the party's National Executive.

The leftward swing of the local Labour party is reflected in its manifesto which claims the outgoing

Next week's municipal elections will test the political power of the Liberal/SDP Alliance. Sarah Bayliss reports.

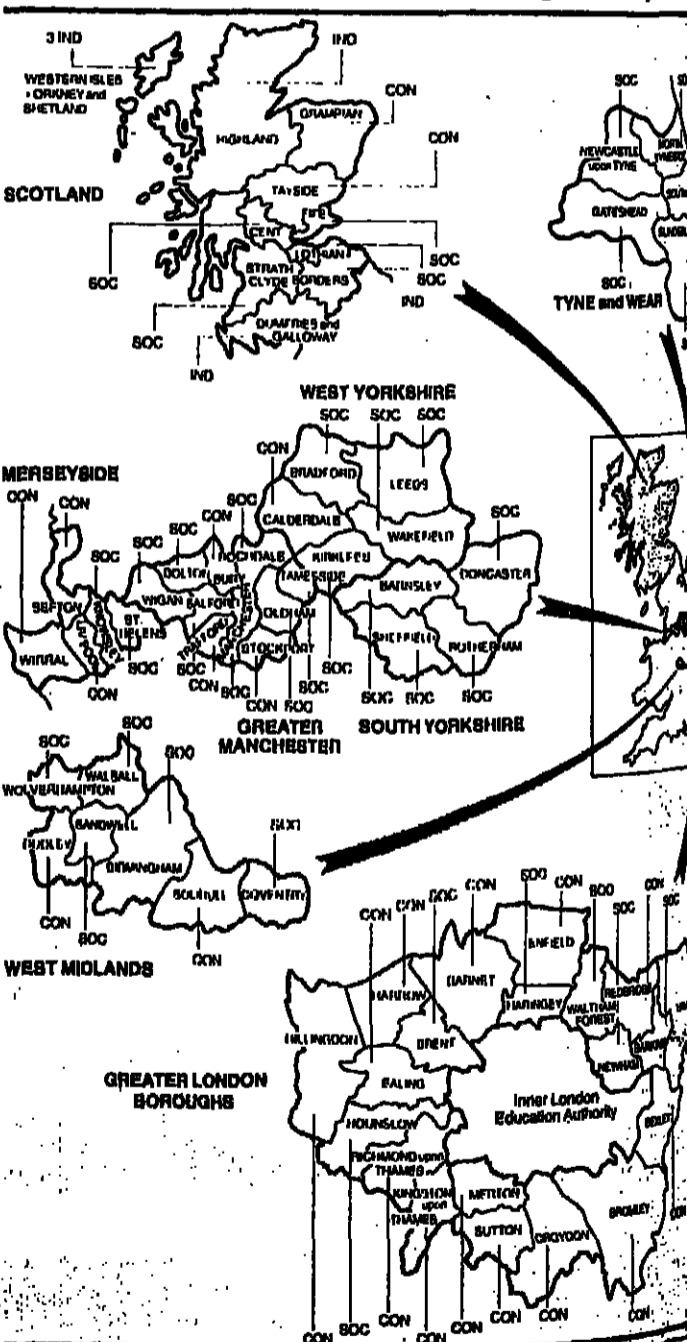
Concorde, Doncaster, Rotherham, Sandwell, Tameside, Wigan. For the Conservatives control only six metropolitan districts. Stockport is the most vulnerable.

In London political commentators and party managers are reticent to forecast results but it is assumed the Alliance should take Richmond, Sutton, where Graham Tope, former Liberal MP, leads the Labour group of three, the Alliance also make headway.

In Barking and Dagenham a traditionally moderate Labour group blackened its reputation by firing teachers' jobs and proposing six-week teachers' strike. Students wanted to stand as independents but the momentum has been lost.

Of the 77 seats on the Association of Metropolitan Authorities 61 are affected by these changes. Labour currently holds 40 of the seats and this big majority is likely to be reduced. The chances of Labour losing control of the full body are slim but should not be ruled out.

# The 56 authorities where voting takes place



# Primary and Pre-school



Mr Lester: 'We ignore primary education at our peril.'

# Labour offers hope of more primary cash

by David Lister

A future Labour government would have to make more money available for primary education, Mr Neil Kinnock, Shadow education spokesman, said at the weekend.

He said the primary schools had suffered severely from the cuts, and although the party had made the 16 to 19% the priority, he hoped money would be available as there was a need for the "re-equipment and restructuring of the primary sector."

Mr Kinnock, who was speaking at a Socialist Education Association meeting in Bristol, agreed with members of the audience who said many primary heads were overworked. He said that a substantial reason for the recent chaos at a Toxteth primary school was that the head had been over-stuffed and his secretary had been away for some weeks.

Mr Kinnock also spoke of the need for a radical reorganization of primary education, which he said should have flexible hours and be available free of charge with a statutory duty on I.E.S.s.

He told a working group that an integrated system of pre-school provision, which included properly trained pre-school play-group organisers, could have the advantage of flexibility which it was hard to get from the formal system.

Miss Joan Lester, a member of the Shadow Cabinet and a former education minister, told the conference that the Labour Party had not discussed primary education for many years. There was a belief in the Labour movement, she said, that what really mattered was the secondary sector and if one could show better exam results and HE entrance

# Non-sexist books series launched

Sheffield's Women and Education group is about to publish a series of non-sexist children's reading books to coincide with its conference next month.

The series contains four books called Space, Severn, which tell the adventures of seven children in

# Mathematics bias for the boys

by Virginia Maktins

Many school mathematics books show that maths is for boys, says a survey of five mathematics schemes for children aged 3 to 13.

Ms Jean Northam of Rolle College, Exmouth, looked at the pictures and problems in the five schemes. For the youngest children the books were Nuffield guidelines designed for teachers. Their illustrations did not differentiate between girls and boys. However, many children were shown looking passive and dependent and not taking the sort of initiative and exploration suggested as desirable for infant mathematicians.

In primary books, the active and exploring children are almost always boys. Most adults are male. Women, when they appear, are passive and expressionless.

At the junior stage, women virtually disappear. A few girls are still around - but an analysis of one scheme, *Maths Adventure*, showed that boys set problems and solve them, while girls keep records, practise skills dutifully, and comment on the boys' behaviour.

Pictures and problems in a scheme for older children, *Discovering Mathematics*, showed even more bias. Far fewer women were pictured than men. When they do appear, women sit in vehicles driven by men and watch men at work. The men use telescopes, make calculations, build houses and mend roads. There is even a male chef, demonstrating cake baking on television and being copied by four women.

In problems, boys and men appear far more often than girls (women appear only once). Jean Northam finds a close parallel between research results about girls' declining involvement in maths between the ages of 7 and 16, and their gradual disappearance from maths textbooks.

*Education 3-13 Spring 1982.*

# Be bold, plea to parents of gifted

Parents whose children who have mastered Proust by the time they start school should not conceal their genius, the head of English at a London secondary school said last week.

"Be quite straight forward," Mr Brian Owen, chairman of the Croydon branch of the National Association for Gifted Children, advises. "Say: 'My five-year-old learnt to read at nine months and has just finished *A la Recherche du Temps Perdu*. What will you do with him when he starts here in September?'"

Mr Owen, writing in the association's newsletter, draws up a five-point programme for parents of the gifted child. They are warned not to assume the teacher is a "rogue" and to be "humble" if they want to win a teacher's sympathy in the challenging process of confronting the school.

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# Harris Tweed Limerick competition

There was a young lady called Linn, who appeared on page 3 of The Sun, without clothes, without guilt, simply wearing a smile. And a Harris Tweed hat - which was fun! - says Harris Tweed, London.

The Harris Tweed Association invites readers to compose amusing limericks involving tweed. In the last line are Harris Tweed. The best five entries each month will receive a Harris Tweed hat (with not a stitch of Harris Tweed in it) and a copy of the Harris Tweed Association's 1982 Calendar. Entries should be sent to Harris Tweed Association, 6 Gordon Rd, Edinburgh, EH3 6JH.

# Announcements

**THE MODERN LANGUAGE ASSOCIATION**  
Invites Members, Non-members and their pupils to  
**A NATIONAL DAY ON LANGUAGES AND CAREERS**  
on Saturday, 22 May to start at 10.30 at the South Institute,  
50 Phoenix Gate, Exhibition Road, London SW7  
The principal speakers will be Professor Nigel Reibel of the University of Surrey and Miss Joyce Sadler of the ILEA Careers Information Service. There will also be a panel of speakers covering industry, banking, tourism, secretarial work, EEC, etc.  
8.00 p.m. a showing of the Channel film 'Le Boucher'  
Tickets for pupils/parents: 50p. M.A. members (incl. non-members): 2.  
Apply with a.c.c. to P. Halley, Upper Knowl Road, Fritt Hill, Godalming, Surrey. Cheques payable to M.L.A. London Branch.

# Fall in numbers hits the private language schools

Private language schools in Britain are feeling the squeeze, according to a business survey of the market.  
The continuing decline in student numbers has led to the closure of schools, and the rationalization of others. In many cases individual teacher centres have been combined, and the number of levels taught has been reduced.  
Large numbers of teachers have been made redundant, often with minimum redundancy payments. Schools have kept salaries down and

# Winning the power game

Pupils from Hillbro Community School, Merseyside, have taken the third and fifth places in the European Television competition. The team of 15- and 16-year-old boys had to design a vehicle which would move quickly around a track and project a message to target. The school has won a £430 which will be used in the technology department and the pupils have won cameras.

# Corporal punishment on way out, says head

Corporal punishment will "fade away" in Britain's schools over the next five years, the headmaster of one of the country's biggest preparatory schools said last week.  
Mr Hugh Woodcock, headmaster of Dulwich College Preparatory School, said the climate of opinion was moving strongly against corporal punishment.  
He added: "You always hear that corporal punishment is rampant in independent schools. This is down to a misunderstanding. I hear every day of schools that have abolished it. My guess is that the whole thing will fade away within five years."  
Mr Woodcock, who abolished the cane at his school 10 years ago, quoted a study of preparatory schools carried out three years ago which showed there was very little corporal punishment.  
He said it was important to distinguish between a "spank on the bottom" and a formal "six of the best" in the headmaster's study.  
The preparatory schools of today were an "extension of the home, not the Victorian places of 50 years ago", and a spur of the moment "spank" did not constitute corporal punishment.  
Mr Woodcock is chairman of the Incorporated Association of Preparatory Schools. He has emphasized he was speaking in a personal capacity. The IAPS will be taking the "preliminary" course of discussing the recent ruling of the European Court of Human Rights at a series of district meetings of next month.  
Meanwhile, a spokesman for the Department of Education said there would be no Government response to the ruling until the end of May at the earliest. Discussions are going on between officials from the Attorney General's office, the DES and the Welsh, Scottish and Northern Ireland offices.



# TES reporters examine the education world's response to demise of the Schools Council and assess the implications

## A thorn is removed from the flesh of the DES mandarins

by Biddy Passmore

It was in October 1978 that Professor Max Beloff, scourge of the Left, brought the Tory Party Conference to its feet with a plea to abolish the Schools Council "within one week of returning to power".

Teacher-dominated and pro-comprehensive, the Schools Council has never been loved by the right-wing, who see it as an embodiment of all the egalitarian theories they reject. In the last period of Conservative Opposition, under the influence of Mrs Thatcher, the council constantly featured on a "hit list" of bodies to be abolished.

In recent years, however, strong opposition to the council has also been building up within the DES. Officials have become increasingly frustrated by what they see as its ponderous machinery, lack of financial accountability and ineffectiveness, a frustration no doubt fuelled by the dislike of senior civil servants for appearing before convocation - the council's "parliament" - to be publicly abused by teacher union representatives.

These two sources of discontent finally combined to bring about the council's downfall.

The Schools Council for Curriculum and Examinations was set up by a Conservative Education Secretary, Sir Edward Boyle, in 1964 on the recommendation of the Lockwood report. It inherited most of the functions of two bodies: the powerful Secondary Schools Examinations Council (SSEC), which had existed since 1917 and the Curriculum Study Group, a small group of DES officials and HMIs and a professor of education, which had been set up in 1962 to advise on the needs of the curriculum in connexion with the introduction of the CSE.

The council inherited the duty to advise the Education Secretary about examination reform. Here, its record is not one of success. Time after time, it has devised sweeping reforms which have either got bogged down by political in-fighting on the council or been delayed by uncertain Ministers. Twice - on the 16-plus and the CEE - reports commissioned by ministers to explore Schools Council proposals have seemed to prove the reform desirable yet neither has been implemented.

The most valuable work is considered to be the larger projects, headed by university or college of education staff, helped by teams of school teachers. Projects commonly raised include Geography for the Young School Leaver, Communication Skills, Breakthrough (on language development), Health 5 to 13 and Science 5 to 13.

However, repeated criticism of the council during the 1970s for its failure to disseminate its findings led to the commissioning of a report in 1977 by Sir Kenneth Robinson, then Secretary of State, which severely criticised the council's work among classroom teachers. Although the ideas and materials of the major projects

had gained widespread acceptance, few of them had been heard of by most of the teachers at whom they were aimed.

Shortly after the survey was commissioned, the council also conducted an internal review of its structure. This resulted in the new constitution of 1978, substituting three interlocking committees for the previous hierarchical structure. They are convocation - a large body intended to provide a forum for discussion; the finance and priorities committee, with a majority of central and local government interests; and the professional committee, which is dominated by teachers.

Curriculum work was also reorganised, with more work to be commissioned within priority areas identified by the council and less as a result of outside pressure.

The council seemed set to improve its image. But the dissatisfaction continued to rumble on. In March 1981 Mr Mark Carlisle, then Education Secretary, commissioned an independent review of the council's functioning from Mrs Nancy Trenaman, principal of St Anne's College, Oxford.

Her report was highly critical, accusing the council of being dominated by power politics, anti-intellectual, too complicated and overstretched. But she said it should continue, albeit with drastic reductions in the size and number of its committees.

More interesting than the report itself, however, was the subsequent leaking of confidential evidence given to Mrs Trenaman by DES officials and of a departmental aide-memoire for DES witnesses. The department considered that the 1978 restructuring had made no significant changes, Mr Walter Ulrich, deputy secretary, said. The new curriculum programmes did not seem to amount to anything more than "an aggregation of (very minor) projects". Too much DES money was tied up in the council.

In the aide-memoire, the DES said teacher representatives "are frequently the nominees of the teacher associations, and may therefore be ill-equipped to make the specialized professional contribution required, and frequently act as if they are union delegates."

Mr Ulrich also made an outspoken attack on the council's secretary, Mr John Mann, saying he was "too concerned to accommodate the interests of teacher associations, and was plainly hostile to the department."

On behalf of the DES, he therefore proposed the replacement of the council with a single body of nominees.

This plan was not accepted by Mrs Trenaman.

It was, however, reworked into proposals for two separate bodies of nominees: one for examinations and the other for curriculum. The Government's approval of that scheme was announced last Thursday.



Black picture: Teenagers have learned to use video cameras through the Schools Council's communication skills project. Now there must be doubts about the future of such projects.

## Council's secretary believes increased central control may open door to political abuse

By Nick Wood

The Schools Council was in disarray this week after the Government's surprise decision to disband it and replace it with two new quangos - one concentrating on examinations and the other on the curriculum.

Mr John Mann, the secretary, said he had heard nothing from the Department of Education and Science staff and the many curriculum development projects it is currently pursuing.

But it is understood some moves have already been made. Earlier this week Sir Keith Joseph met Mrs Nicky Harrison, chairman of the education committee of the Labour-controlled Association of Metropolitan Authorities, and Mr Alistair Lawson, chairman of the education committee of the Conservative-run Association of County Councils. The DES is also inviting comments from local education authorities before finalising the future of the council and its staff.

Other sources within the council said the department had apparently not thought through its decision beyond the bald outline given by Sir Keith Joseph, the Education Secretary, in the House of Commons on Thursday.

Meanwhile, a few indicators of the future have emerged. DES sources have suggested that two major projects - industry and secondary science - might escape the reorganisation.

And the two new councils are likely to absorb around 90 of the present permanent staff. Another 10 staff are expected to be redeployed to other parts of the DES so it appears about 30 will face a choice between finding other jobs, early retirement or redundancy.

No decision has yet been made on whether the two new councils will be housed in the same offices or whether they will share support services such as personnel, accountancy, public relations or publishing. A move from the present headquarters in Great Portland Street, London, to cheaper premises at Newcombe House in Notting Hill was blocked by the DES earlier this year.

The future of the council is unlikely to become clearer until a meeting of its trustees today. But Mr Mann

dismissed press reports that the unions and Labour-controlled education authorities might unite to save the council as an independent entity without the Government decision to withdraw funding.

"No approach has been made to me to run the council independently," he said. "Many of the staff have a professional interest in education and with their personal futures to consider, quite a lot of what they are most immediately concerned with can be achieved under the arrangements proposed by the Secretary of State."

"It would be wrong to ask the staff to come out with a statement which might make it difficult for them subsequently to serve either of the new bodies successfully."

Mr Mann said he thought opposition to the Government's decision would be most forcefully expressed through the membership of the council rather than by its staff.

Mr Mann's strongest criticism of the Government's decision was that by strengthening central control of the examination system and the curriculum, Sir Keith Joseph was opening the door to abuse by a future "unscrupulous secretary of state".

"It's open to either of these bodies a group of people who would be determined to upturn the existing system of education," he said.

"Sir Keith Joseph is obviously anxious to reinforce existing values but it is quite conceivable they could be used for very radical purposes revolutionary purposes. One of the glories of our system is that power is so distributed through it that idiots can't wreck it. He's created two instruments that an idiot could use to wreck the system."

Mr Mann said he was surprised by the Education Secretary's decision. He had expected a revision of the council along the lines of the Trenaman report which recommended keeping the council in a slimmed-down form.

Mr Mann was also sharply critical of the decision to divorce the examination system from the curriculum. He said this "ignored the general professional view that an instru-

ment of assessment should be a sponsor to the curriculum."

He said the Government's decision to split the council was "an inadequate standing" of the way in which the education system was controlled and could only be interpreted as a move towards greater central control of what happened in schools.

A newly-released statement from the staff of the Schools Council claims the Government's decision is "questionable and presents the danger of examinations will continue to dominate and distort the curriculum."

But if new councils are to be set up, they should draw on the staff's experience and expertise. The Government is expected to announce a decision and for still to be the staff's future.

**Schools Council Budget 1981-82**

Total expenditure: £2,000,000

Income:

- DES: £1,000,000
- Local authorities: £500,000
- Publications: £100,000
- Tax refund: £100,000
- Sundries: £100,000
- Sum to cover previous deficit: £200,000

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# Going against the prophets' teaching

The Secretary of State's proposals for the educational world to accept two principles:

1. That advice to the Secretary of State about examinations and responsibility for the implementation of national policy on examinations should be completely separate from national consideration of and work upon the school curriculum.

2. That the two new bodies, for examinations and for curriculum development, should be appointees of the Secretary of State and not representative.

From 1918 until 1964 there was a single national body for examinations - the Secondary Schools Examinations Council - and it was appointed by the Minister. However, when the Government, by means of the curriculum study group, began to show an interest in the curriculum, the local authority associations and the teachers' associations argued that they must be at least equally involved.

The Lockwood committee was set up and its proposal that curriculum examinations and curriculum should be considered together was accepted. Hence the Schools Council.

So far as I am aware, there has been no public discussion of the pros and cons of dealing with curriculum examinations separately or together. The Government appears to be merely asserting that it would be better to deal with them separately. Whether this is for philosophical, pedagogical or practical reasons is not made clear. It is a breach with the trend of thinking over at least the last 25 years. The desirability of treating together what is taught and how it is assessed was expressed firmly as recently as the Trenaman report, which represented a perceptive outsider's view. There are many other classical statements in the literature.

It must be admitted that it is not easy to ensure that examinations and curriculum policy are embraced in a single perspective. The detailed apparatus of assessment and certification can easily take on a life of its own which has unforeseen effects on classroom practice and values. However, at the level of thinking about purposes and procedures in education it has been possible - in the Schools Council and elsewhere - to bring into one frame these two complementary aspects of schooling. It is, simply, a mistaken reading of history to assert otherwise.

The argument for separating them must therefore proceed from the desirability of doing it, not the impracticability of doing otherwise. I have heard no argument about that. The staff of the Schools Council must be the potential danger of a split. Few will doubt that the examination system will continue to spin the upper hand. If that system is to continue to be responsible for only just over half our children the question must arise whether this is a sensible course to embark upon if we intend to try to provide secondary education for all. This aspect of the proposals therefore raises very deep questions indeed about the intended future course of the public education system in this country.

The second part of the proposal - that the bodies should be appointed by the Secretary of State - also raises fundamental questions which I suspect have not yet been adequately aired. Again, there are precedents. The Technician Education Council, the Business Education Council and the Further Education Curriculum Development Sum are appointed bodies with national responsibility for curriculum and examination matters. Apparently no one has felt a sense of outrage or even indignity that it should be so. Yet in respect of policy for compulsory education there appears to be a strong feeling that the national policy bodies should be the Secretary of State's pocket appointments. Is the feeling well founded?

It proceeds from the law and the practice. The law places responsibility for the curriculum upon the local education authorities (section 23) but by extension through articles of association also with the governing bodies of schools. Since no curricu-

John Tomlinson, former Schools Council chairman, proposes an alternative national centre for the curriculum.



representative system work (Trenaman, or something akin, would have made the council even more nimble if that had been thought necessary). So the question is posed: will it be good to have national curriculum policy in the hands of those without a constituency when those with responsibility for its approval and implementation locally are in the opposite position? To say the least, I doubt whether the question has yet been adequately argued.

As to the detail of the Secretary of State's proposed Curriculum Development Council, clearly there must also be more debate, if it is to be seriously pursued. It is hard to accept that the only national need is for "the limited task of identifying gaps, helping to fill them and assisting with the dissemination of curriculum innovation". That suggests a *de haut en bas* view of the nature of curriculum change which many would think had been overtaken.

The question may therefore resolve itself to this. Will it be worthwhile setting up the Curriculum Development Council on the basis proposed? Might it not be better for the practitioners (i.e. a.s and teachers) and their lay partners to spend whatever money they can afford otherwise? The i.e.a.s contribute to the Schools Council and would have to pay something towards the new one; the teachers could provide in cash or kind (premises?); and the Schools Council earns royalties each year which I presume it will be for the trustees to direct once the trust is wound up.

Could a new kind of national centre be created, which reflected exactly the partnership at i.e.a. and school level? And might that not also be better for government, whose official representatives, understandably enough, have always found it difficult to join wholeheartedly in debate about the curriculum in the Schools Council? Ministers themselves (unlike i.e.a. leaders) are never present. Government would be left free and at a distance to offer broad advice as in *The School Curriculum* and to set up special enquiries such as Cookcroft. Besides this, there would also be the much valued courses and curriculum work of HM Inspectorate who could also, when appropriate, work with the new national centre.

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# Two new bodies may see large savings

The Government proposes to disband the Schools Council and replace it with two smaller bodies - an Examinations Council and a School Curriculum Development Council.

The reorganization is likely to save £1m - between one third and one quarter of the running costs of the Schools Council.

The Examinations Council will be made up of 10 to 15 people, drawn from inside and outside education and appointed by the Secretary of State. It will be supported by a full-time secretariat and it will be paid for by the Government.

The council will "coordinate and supervise the conduct of examinations at 16-plus and 18-plus". Close monitoring of the activities of the GCE and CSE boards will be a major function.

It will have a big role in formulating the syllabuses and assessment procedures for the new 16-plus exam. It will ensure that they accord with the national criteria to be put forward by the examination boards.

It will also approve new A level syllabuses and changes to existing syllabuses; monitor the comparability of standards of 16-plus and 18-plus examinations; consider individual appeals; and carry out research.

The Government hopes that the Examinations Council will be in operation by the end of the year. Moves to set up the School Curriculum Development Council are expected to take longer. Interim funding for con-

pleting aspects of the Schools Council's work will be discussed with local authority associations.

The council will work closely with the Secretary of State, advising him on how the examination system can "best serve the needs of the education service and its clients".

Announcing the new arrangements in the House of Commons last week, Sir Keith Joseph, the education secretary, said: "On examinations, radical changes are required. Greater attention needs to be given to the coordination and supervision of examinations at 16-plus and 18-plus. Ministers need independent authoritative advice on how these examinations might best serve national aims for education."

The School Curriculum Development Council will keep abreast of current curriculum development and identify gaps and future needs. Within a "modest" budget, the council will foster work to meet these needs and disseminate information.

The Government envisages the council having about 20 members, the majority of whom will be teachers. Again they will be appointed by the Secretary of State after he has received nominations from teachers' organizations. Other members would represent local education authorities, further and higher education, industry and commerce.

The curriculum council will be jointly funded by the Government and local education authorities.

## Trenaman opposes move to split council's portfolio

Mrs Nancy Trenaman, who recommended that the Schools Council be retained in a slimmed-down form, said the Government's decision to sever it was "misguided".

"I cannot endorse the decision. It is misguided to split the Schools Council. But more objectionable is the recourse to a nominated body. 'As I said in my report (delivered to the Secretary of State in October) a nominated body is consistent with a centralized system of education. I have never said this is a bad thing but it doesn't fit in with our system and it will not be readily accepted.'

Mrs Trenaman added that the Government proposals could only be interpreted as showing its determination to assume greater control over the examination system. She thought that the curriculum council was being given less priority and without local authority cooperation the Government would be prepared quietly to forget it.

"The Government feels the need for advice on examinations and that's becoming more critical with the new 16-plus exam. But I'm doubtful if it sees the need for advice on the curriculum."

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# Lecturers call for new style grants body

The Association of University Teachers is to call for the abolition of the University Grants Committee and its replacement by a publicly accountable and representative body.

In a draft document setting out a new policy for university funding, the AUT condemns the committee's "arbitrary decisions and incompetence". But it points out nevertheless that some kind of intermediary between Government and the universities is essential to preserve the universities' freedom.

It proposes the establishment of a universities' council which would give open advice to government, backed up by published information, reasons and evidence.

The council would comprise two main committees: a policy committee consisting of representatives of unions and other interests, which would have general oversight of university development, and an academic committee, which would recommend the distribution of funds on academic grounds to the policy committee.

● The Inner London Education Authority has issued a sharp rebuff to the Association of Polytechnic Teachers. It has said it will not recognize "such a misbegotten and unrepresentative association".

Mr Neil Fletcher, chairman of ILEA's further and higher education subcommittee, has written to Mr

Gwyn Jones, London chairman of the APT, saying that neither formal nor informal meetings to discuss the matter could serve any useful purpose.

Existing arrangements between the authority and the National Association of Teachers in Further and Higher Education (NATFHE) were beneficial to the authority and its staff, he said.

The APT, which has 3,200 members, has recently been granted a seat on the Burnham further education committee by the Government. It thus has a say in national negotiations on pay although it has no representation on the national joint council which negotiates conditions of service.

# Union to draw up its own General Election manifesto

The National Union of Teachers is to present its own "manifesto" to Parliamentary candidates before the next General Election.

The initiative has sprung from the union's decision to hold regional conferences earlier this year to discuss the impact of education cuts on the service.

The idea is to draw up a "shopping list" for education so that union members can ask Parliamentary candidates where they stand on issues. The NUT manifesto may be supplemented by policy statements

drawn up by local members of the union.

Mr Jack Chambers, the union's immediate past-President, said that some local members in Birmingham and Sheffield were already working on local initiatives.

In Birmingham, the local association of the NUT has had 100,000 leaflets printed for distribution during the run-up to the local government election as part of a determined effort to bring education into the forefront of the campaign.

The ruling Labour group on the city

council is threatening to axe 780 teachers jobs during 1982/83 and the Birmingham leaflet points out that 66,000 extra teachers would have to be employed nationally to bring all teaching group sizes down to 30.

The Birmingham association has also sent a list of questions to all local councillors and MPs - asking them about issues such as compulsory redundancies, nursery education and the amount of money they believe ought to be invested in education.

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# Dramatic drop in child deaths

The death rate among school age children in England and Wales has fallen steadily and dramatically over the past 20 years, according to new figures from the Office of Population Censuses and Surveys.

The latest issue of *Population Trends*, published by the OPCS, shows that the proportion of children killed in accidents or dying from illness has been declining every year. The most marked drop has been among boys aged five to nine. In 1961 48 in every 100,000 died. By 1980 the figure was down to 29.

Among the 10 to 14 age group, the death rate for boys has fallen from 39 in every 100,000 to 27. The girls' death rate has shown a similar, though slightly smaller decrease.

In all, 1,690 children aged 5 to 14 died in 1980 - 810 fewer than the 1961 figure.

The OPCS also reveals that schools in the United Kingdom are once again losing more children through emigration: than they are gaining from immigration. For many years more children left the country with their parents than came in. For example, in 1966 82,000 children under-15 emigrated while only 41,000 came in - a net loss of 40,000.

But by the end of the 1970s the balance briefly shifted the other way,

mainly because emigration had gone out of favour. The number of children entering the country remained under 15 in the country.

The biggest influence on the school population remains the birth rate. According to *Population Trends*, the West Midlands has experienced the sharpest change. Between 1961 and 1971 births in the West Midlands averaged 18.8 per 1,000 population a year (the highest in England and Wales). But in the next 10 years it had fallen to 13.6. For England and Wales as a whole the corresponding figures were 17.5 per 1,000 in 1961-71 and 13.1 in 1971-81. The lowest rate of all is in East Anglia (12.1 per 1000) followed by Greater London (12.9 per 1000).

Contrary to popular belief the birth rate is slightly lower in the outer London boroughs than the inner ones, and at the same level (12.8 per 1000) as other principal cities.

*Population Trends* 27, Spring 1982, HMSO £4.10.

# Pay plea for RE specialists

A school's head of religious education should have pay parity with heads of science, maths, English and other major disciplines, the House of Commons has said today.

Ministry spokesman Mr Frank Field, North and former head of A. H. H. comprehensive school, said that RE teachers were forced out of the subject if they wanted to better their career because most heads of RE were on a low scale on Burnham.

The soul of man is more important than the body. The subject has given him his sense of values and his self-understanding of his relationship with his Maker, seems to me to be of greater importance than anything else. But no-one would think that from this way the subject is hindered, he said.

One factor putting off Christians from training for RE was the liberal theology of most university and college courses, Mr Greenway said.

Another was the absence of mandatory grants for CNA-validated theology degree courses in non-validated colleges.

The number of vacancies in RE were falling, not because they were being filled but because they were not.

Schools are beginning to despair of recruiting specialists in RE and especially at a time of falling rolls, are understandably unwilling to keep open a vacancy month after month when they could fill the vacant position with, say, a good geographer or historian.

# Samaritan visits

The Samaritans are sending special teams to Northamptonshire schools because they have some of the country's 600 unloved youngsters who are in danger of suicide.

# Gift of tongues

Businessman Mr Ray Breatley, chairman of Sheffield United Football Club, has given £200,000 to his old school, Stelford, for a modern languages unit.

# People



Norman Barr

Mr Norman Barr is to be Cornwall's new secretary for education, succeeding Mr Kingsley Cruise, who retires in July. Mr Barr, aged 53, has been Cornwall's first deputy education secretary since 1976.

The Rev David Moore, head of religious studies at Tulse Hill secondary school, is one of 14 members of the new Alcohol Education and Research Council which will be chaired by Lord Windlesham.

North Yorkshire County Council has announced the following appointments:

Mr A. Siddall, deputy head of Priesthorpe School, Leeds, is to be head of Acorn Secondary Modern. Mrs J. Bowen, second mistress at Ramsey Grammar, Isle of Man, is to be head of Norton School. Mr C. J. McGee, formerly health education officer of Humberdale Area Health Authority, has become professional assistant, special services.

The education department of Cumbria County Council announces the following appointments:

Mr J. Cox, who was head of Inmurdale and Kinniside School, Cleator, is the new head of Moor Row School. Mr K. Davies, who was head, Little Clifton School, Workington, is the new head of Monkway School, Whitehaven. Mr P. Berman, who was Scale 2 Assistant Teacher, Ewanriga Junior School, Maryport, is the new head of Cleator County School. Mr T. W. Heron, who was deputy head of Westfield Junior School, Workington, is the new head of Little Clifton School, Workington. Mr O. P. P. Lynch, who was assistant teacher, Scale 2, Cleator Moor, St Patrick's Junior School, is the new head of Inmurdale and Kinniside School, Cleator.

The Rev Brian Measures is to be head of Crumworne Church of England Primary School, Berkshire. He is currently deputy head of All Saints Church of England Junior School, Fleet, Hampshire.

Mr Neal Raine has been reappointed chairman of the Technician Education Council (TEC). The council is as follows: Mr H. N. Raine, Director, Stothert and Pitt Ltd; Dr A. K. Barnard, Principal, Willesden College of Technology; Mr R. D. Carter, Chairman, DCA Design Consultants; Mr A. J. Collier, Chief Education Officer, Lancashire County Council; Mr B. Goldthorpe, Personnel and Administration Director, John Brown Ltd; Mr G. M. A. Harrison, Chief Education Officer, Sheffield; Mrs N. Harrison, Councillor, London Borough of Haringey; and Chairman, Association of Metropolitan Authorities Education Committee; Mr J. G. W. Haffell, Director, IBM Havant Plant; Dr R. M. Jarman, Dean of Science, Technology, Harrow College of Technology and Art; Mr E. W. P. Jones, Councillor, South Glamorgan County Council; Dr H. D. Law, Director, Preston Polytechnic and Director designate, Portsmouth Polytechnic; Mr J. Leather, Principal, Derby College of Further Education; Ms K. Levine, Senior Lecturer in Computer Science, Hatfield Polytechnic and member of National Executive Committee, NATFHE; Mr J. M. Lloyd, Education Officer, Electrical, Electronic, Telecommunication and Plumbing Union; Mr C. McCaskie,

Technical Director, Baker Ltd; Mr A. F. Master, Chief Executive, Comp Air Ltd; Mr E. N. Meats, Director of (Education), RAF; Prof. J. W. Director of Group Research, Hury Schwepes Ltd; Mr A. J. left, Principal Lecturer, Northumberland Technical College; Mr G. Platon, Chairman, G. M. Ltd; Mr D. Rutter, Director, and Catering ITB; Mr B. S. Director of Research, Associated Scientific Technical and Manufacturing Staffs; Mr B. Taylor, Chief Officer, Somerset; Mr J. W. Line, Chairman, Wm Wallace Ltd; Mr C. Wilson, Head of Science, Belfast College of Technology.

Ms Gloria Callaway has been appointed head of William Junior School, Stoke Newington, London. She is at present deputy head teacher of Wood Down Junior School, Merton.

Mr Brian Rees, headmaster of School, is to be the new director of the Independent Schools Service. He succeeds Mr Hornby, headmaster of Celia College Preparatory School, who has become secretary of the Incorporated Association of Preparatory Schools (IAPS) in September.

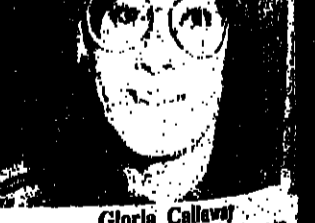
Mr Harry Cayton has been appointed director of the National Deaf Children's Society. Mr Cayton, aged 32, was formerly deputy officer of the society, a post he held from 1976 to 1981.

Mr J. S. FitzGerald, deputy headmaster at Penwith School, Macclesfield, from September.

Mr Robert Lochrie is to be the general secretary of the World Education Association. He succeeds Mr Reg Jerfferies who will retire July 31.

Mr Roger Trafford, 43, headmaster of King's College Junior School, Taunton, is to be the headmaster of Clifton College Preparatory School, Bristol.

Mr James Hornby, who has been head of Clifton for 15 years, is leaving in July to become general secretary of the Incorporated Association of Preparatory Schools.



Gloria Callaway

Mrs Marjorie Leale, principal of Richmond upon Thames Adair College for 22 years, retires in December. A successor will be appointed by the borough education authority after the council elections in May.

Mr Norman Gobbe, secretary of the Canadian Teachers' Association, has been appointed general secretary of the World Council of Organizations in which the Teaching Profession in Great Britain's National Union of Teachers is affiliated.

Mr Roy Chapman, Rector of Oswestry Academy, has been appointed headmaster of Malvern College, January 1983. He succeeds Mr J. M. Rogers who becomes Chief Executive of King Edward VI School, Birmingham.

Mr Donald Bailey, principal of Oakley College of Technology, has been elected chairman of the Association of Colleges. (Registered Office)

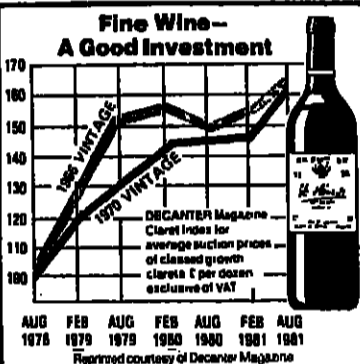
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- Many fine wines appreciate in quality as they grow older thus also increasing their value as a commodity.



You have the opportunity to increase your enjoyment and investment return through a unique combination of wine and investment expertise...

Lloyd's Life Assurance Limited, the Company formed by Lloyd's of London the world famous insurance institution and Lay and Wheeler Limited, a long established and widely recognised firm of wine merchants, have together developed The Wine Investment Plan to provide the discerning investor with the very special combination of a valuable investment and life insurance plan coupled with wine investment by experts.

## Let Your Investment Mature... Or Drink It Earlier

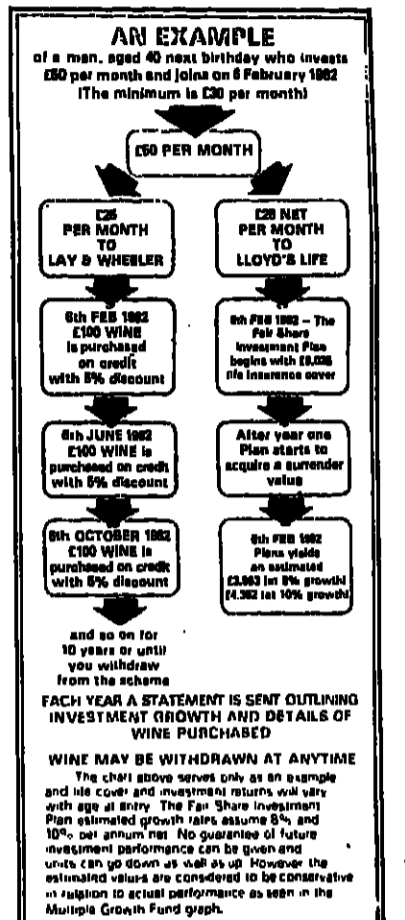
The goal of this scheme is to have a superb wine cellar at the end of ten years... plus enough profit from the Multiple Growth Fund to pay for another ten years of purchases. Or you may decide to continue with your contributions, take delivery of your purchased wine and receive the substantial cash sum.

However, if deferred gratification doesn't appeal to you, you can take delivery of all your wine... or any portion... at any time. There is no penalty for such indulgence and you may either take the cash-in value of your Fair Share Investment Plan, or continue with payments until the end of the term.

Alternatively you may stop your payments after the first year, and simply leave both the wine and Plan to continue to grow in value. But, if you can hold on for ten years, you'll really be in a great position. You'll have ten years worth of professionally purchased wine, much of it at the perfect time for drinking... plus a handsome (free) amount to re-invest in more wine or spend on whatever you wish.

## How The Scheme Works

You contribute a monthly amount of which half is invested directly with Lay and Wheeler and the other half is invested into the Lloyd's Life Fair Share Investment Plan.



## The First Half of Your Investment...

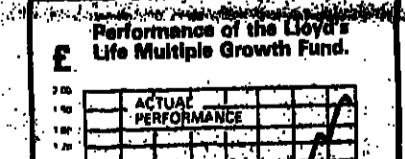
Lay and Wheeler provide you with the following advantages which are only available through this scheme:

- You may purchase wine on credit of three times your monthly contribution, thus allowing you to buy "case lots" at today's prices.
- Through volume purchasing you obtain a 5% discount, on published Lay and Wheeler list prices.
- Your wine is stored in ideal cellar conditions completely free of charge for the first year and is insured against theft or breakage. Thereafter the cost is debited to your account.

## The Other Half of Your Investment...

The Lloyd's Life Fair Share Investment Plan through regular saving builds for you a cash fund for future wine purchase. The major advantages include:

- Qualifies for tax relief of 15% on your monthly payments.
- A substantial amount of immediate life insurance protection.
- Tax free cash after ten years.
- Professional investment management for your savings.



The Fair Share Investment Plan has a notional term of twenty years but may be cashed tax free at any time after ten years - earlier surrender is permitted but values during the first few years are likely to be low. If you are aged fifty-five or more at entry the Plan is for a term to your seventy-fifth birthday.

## Performance of the Lloyd's Life Multiple Growth Fund

The Wine Investment Plan is a limited offer scheme underwritten by Lloyd's Life in co-operation with Lay and Wheeler Limited. The information given in this advertisement is intended to be consistent with Lloyd's Life's understanding of current law and is subject to change without notice and is not intended to be a contract.

The Plan is intended to provide a substantial cash sum after ten years which may be used for further wine purchase or simply retained by you as a tax free amount - to be spent on whatever you wish at the time.

## Lay and Wheeler Assist You in Selecting Each Bottle For Your Cellar

You may choose to have your wine selected and purchased on your behalf by Lay and Wheeler's team of wine experts. They will help you to choose wines from any wine region you select. You simply identify your chosen area be it Burgundy, Bordeaux, Champagne or whatever and you may then leave it to their expertise to make the purchases for you - on free credit terms and at least a 5% discount on their published list prices.

If you prefer you may retain full discretion and request Lay and Wheeler to buy wines you choose from their wine catalogue which will be sent to you once you proceed. The annual statement you will receive, details wines purchased, storage and insurance charges (free for the first year) and notes on suggested drinking dates. Your wine will be kept in ideal conditions in the Lay and Wheeler cellars in Essex - with every bottle insured against theft and breakage. Your wine is personally identified and you will be welcome to visit the cellars at any time to discuss your valuable stock of wine with the experts.

## How To Begin Your Wine Investment Plan

For further details without obligation:

1. Tick the amount you wish to invest each month. (Remember, one half of your monthly contribution will go to Lay & Wheeler and the balance will go towards your Lloyd's Life Fair Share Investment Plan.)
2. Complete the information requested about yourself and answer the three questions. If your answer to any of these is 'Yes', please give full details on a separate sheet of paper.
3. Post your completed application (no stamp required) to: Lloyd's Life Assurance Ltd, FREEPOST, London EC2A 2HD, Administrator

## APPLICATION FOR THE WINE INVESTMENT PLAN

YES I'm interested in your special scheme. Below is my application. I understand I will receive full details of the scheme for my review without obligation and that I will also receive a year's free subscription to Decanter Magazine should I proceed.

I am considering an investment of the following total monthly amount: (Please tick as appropriate)

£30 £40 £50 £60 £70 £80 OTHER: \_\_\_\_\_

Mr/Ms/Miss (Surname) \_\_\_\_\_  
(BLOCK CAPITALS PLEASE)

First Name \_\_\_\_\_  
Address \_\_\_\_\_  
Town \_\_\_\_\_ Post Code \_\_\_\_\_  
County \_\_\_\_\_ Sex Male  Female   
Date of Birth \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_  
Occupation \_\_\_\_\_

Please answer the following questions: YES/NO

1. Do you have any other investments?  YES  NO

2. Have you had any illness or disabilities such as to keep you from working for more than 7 days?  YES  NO

3. Have you consulted a doctor in the last 5 years?  YES  NO

4. Have you had any other medical or physical attention at any time, including treatment for mental or nervous disorders, other than minor ailments?  YES  NO

If you have answered 'YES' to any of the above questions please give full details on a separate sheet of paper, together with any other statements made to a medical practitioner (in the event of a medical practitioner) and the name and address of any doctor who has attended you in connection with any illness or disability. Such facts are those that are likely to influence the assessment and acceptance of a proposal. If you fail to do so in the interests of any particular investment you should expect it to be liable to be cancelled or to result in a loss of benefit.

DECLARATION

I declare that to the best of my knowledge and belief all the above statements are true and correct and that, together with any other statements made to a medical practitioner (in the event of a medical practitioner) and the name and address of any doctor who has attended you in connection with any illness or disability, which affects my physical or mental health or soundness of mind, they constitute all the information which a prudent investor would require to make a decision on the proposed investment. I understand that half of my monthly amount will be invested with Lay and Wheeler and the balance will be invested in the Lloyd's Life Fair Share Investment Plan and I declare that I understand the terms and conditions of both.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Now post your completed application to: Lloyd's Life Assurance Ltd, FREEPOST, London EC2A 2HD, (Attn: W.I.F. Administrator)



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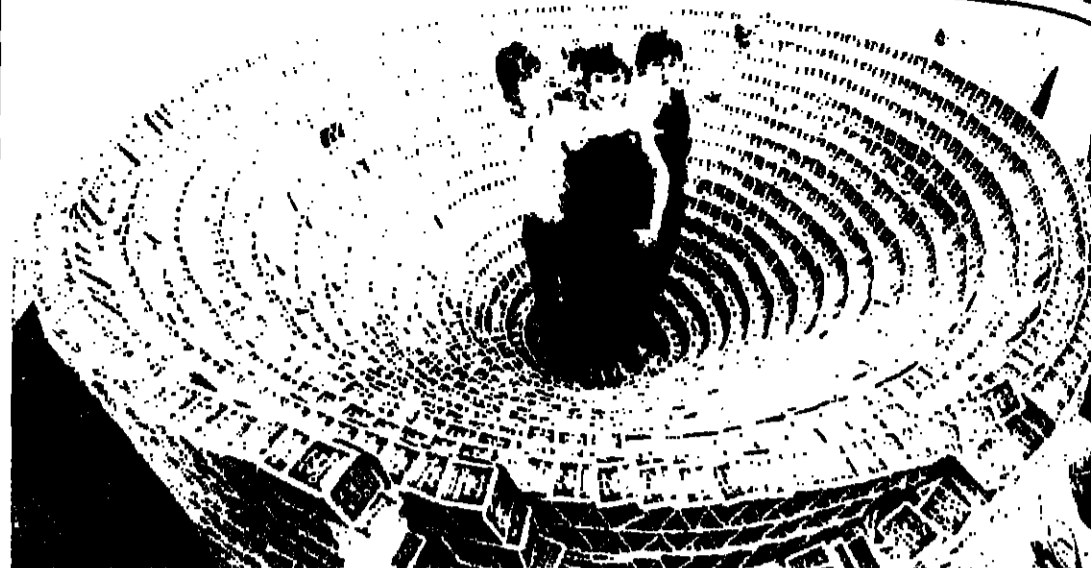
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FIYTO



A delicate balance: four West German schoolboys spent their Easter holidays building an amphitheatre from beer mats for entry in the Guinness Book of Records, beating the record of 80,000.

EBC/Philip Venning

## Migrant ruling causes split

All new education cooperation in the European Community has stopped since the controversial decision by the European Commission to intervene on the education of migrant workers, according to Mr John Banks, head of international relations at the Department of Education.

In 1976 education ministers had agreed that priority should be given to modern languages, teaching about Europe, and closer links in higher education. They also felt something should be done for migrant workers but were against imposing it by law. But within two years the Commission had issued a directive compelling governments to provide mother-tongue teaching for them.

Objections to such an increase in the Commission's field of activities had brought all new education cooperation to a stop, Mr Banks says. "There are no doubt other reasons; the failure to develop a budget which reflects the policy priorities of the member states as a whole, the consequent failure to enlarge the budget, fears, perhaps, that the Community is increasingly a Mediterranean and decreasingly a Northern European grouping, and so on."

In the meantime the Commission was likely to stick to an indirect approach to education, using fields like industrial training, or vocational preparation for the handicapped or minority groups, as a cover for education proposals. The education of migrant workers' children was also an area where the Council for Cultural Cooperation in Strasbourg, the Commission in Brussels and the Organization for Economic

Cooperation and Development in Paris had produced rival programmes. This was in spite of efforts to get each body to specialize in separate aspects of educational cooperation. At government level political initiatives had failed to produce any clear idea of how to differ European education systems might be brought together. The best hope came from the international trend to reform the education and training of 16 to 18-year-olds. Greater convergence in 18-plus academic examinations would be the gateway to easier access to each other's universities; and links between technical colleges would be another useful development.

European Journal of Education, Vol 17 No 11982, Carfax Publishing, Box 25, Abingdon, Oxon.

## Jane Marshall reports on China's renewed effort to unify spoken dialects How national aims hinge on a common language

PEKING: The Chinese authorities are renewing the battle to persuade China's thousand million inhabitants to speak the same language. All agree that the country's progress and national unity depend on the adoption of a common tongue, and schools must play the dominant role in achieving this.

While the Chinese written language has been unified for more than 20 centuries, spoken Chinese is divided into eight dialect groups, each with many local variations. Language differences cause increasing dissatisfaction as the need for communication grows with China's development. Groups of Chinese from different parts of the country often have difficulty just talking to one another, let alone discussing problems and possible solutions.

For many years the Chinese proposed introducing a common spoken language - putonghua - and during the 1950s the government strenuously tried to enforce it. But the 10 turbulent years of the cultural revolution wiped out any success, and today progress is no further advanced than it was 20 years ago.

The experts agree that school, preferably from kindergarten level, is the obvious place for encouraging the use of putonghua, especially since today a fifth of the Chinese population is young students.

The main educational problem is the lack of qualified teachers, and although there are training courses for teachers of the subject, many more are needed. During the 1930s campaign, 1,600 teachers graduated in four years from such courses; and they should have gone on to train local teachers throughout China. Had the cultural revolution not derailed it, the plan was for every

primary school in China to have one or two staff qualified to teach putonghua within 10 or 20 years.

In conferences, speeches and newspaper articles and commentaries, the enormous benefits of standardized Chinese and its necessity for national unity and modernization are unanimously recognized, but the public has not been persuaded to learn and speak it. Pockets of resistance include parents who fear their children will lose their roots if they no longer speak their native dialect (though the official Party newspaper, People's Daily, advocates a dual language system, rather than doing away with local dialects); teachers whose own command of putonghua is weak; and individuals who maintain their particular dialect is close enough to putonghua to be understood, or who simply lack strong enough incentive to bother.

A recent conference organized by the Ministry of Education to study the popularization of putonghua called on workers in contact with the public, such as shop assistants, bus conductors and telephone operators, to use putonghua at work - a requirement of the abortive campaign of 20 years ago.

The eventual aim is not only to standardize spoken Chinese, but also to romanize the written language, which creates difficulties in learning and teaching it, and printing and communicating with most of the rest of the world. The romanized system introduced in the 1950s is internationally recognized, but because it is phonetic, the spoken language must first be standardized. Although some shops and other public places display signs in pinyin as well as Chinese characters, it is scarcely used except for teaching children and foreigners.

## Creole classes

Sir, - I am concerned at the review report of the speech of Sir Keith Joseph to the Secondary Heads' Association (TES, April 2). We are dismayed at his reservations, and we feel that teachers, examiners and the DES itself should be aware of the positive attitude taken by the Modern Language Association towards the 16-plus examination. We stress the following points:

1. The MLA believes that under a single system of examining (not a single examination) standards can be at least maintained though it is our aim to raise the standards of competence. To achieve this we favour an examination with a common core to which may be added tests appropriate to individual pupils' skills and needs. In this way we dispense with the present divisive dual system.

2. We consider that national criteria can be developed and that work at present being carried out by the examining boards confirms this. A defined syllabus will then become an essential feature.

3. The Secretary of State has said that "examinations do have a profound effect on the curriculum and at present the effect is adverse. Examination syllabuses are not intended as a teaching syllabus but we must remember that they are often used as such." The MLA sees this as a realistic view of current practice and for this reason we have stated:

"In examinations we favour a variety of tests but consider that all translation tests are inappropriate at this level."

4. To strengthen the link between what is taught and what is examined we argue strongly that teachers must be seen as partners in the assessment procedure and school-based assessment should be an essential element in the total process.

In conclusion, we wish to point out that many of the above points were taken up at the annual conference of the Joint Council of Language Associations and were incorporated into a set of resolutions adopted by the conference.

Those who wish to read the MLA statement in full and the JCLA Resolutions together with a series of articles by eminent members of the profession on modern languages in the 16-plus may apply to the MLA General Secretary, 24A Highbury Grove, London N5 2EA for the special 16-plus issue of *Modern Languages* (March 1982) price 12.

P DAVID MORRIS  
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ALAN SMALLEY  
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biases and gay men is solely the province of the "ultra left", was not to be corrected. Our association, not noted as a hotbed of left-wing activism, has in common with several others submitted a motion on sexual orientation for debate at the NUT conference for the past four years.

The issue of Jersey as a conference venue is important, because male one's pollsters, because male homosexual delegates - 100 of them unless NUT delegates show different patterns of sexuality from the rest of the population - will be criminals there in circumstances which are legal in England and Wales. To ask them to go to Jersey, therefore, displays a lack of sensitivity of the part of the NUT executive to say the least.

TIM LUCAS  
Secretary  
Lewes and District  
Teachers' Association

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Teachers' Association

elementary textbooks they are likely to be influential. How is it possible to predict those aspects of biology the students are likely to encounter later in life, and particularly at a time of rapid change? In the first instance will often determine what a person regards as "relevant"; in the second, the concerns of social biology are likely to change in time. Most insidious is the implication that there exist two biologies, one pejoratively "academic" and the other meritoriously "applied".

Take, for instance, Mr Mackean's suggestion that biotechnology (which I take to mean some form of genetic manipulation in the service of biochemical mass production) be included as a 16-plus topic. I have no quarrel with the suggestion but wish to inquire how it is to be taught and learnt as a science topic without including concepts of unicellularity, bacterial reproduction, genes, DNA, bases, restriction enzymes, plasmids, autonomous replication, and isolation of gene products. If these "academic" ideas are not to be broached, on what evidence is the student's understanding to be based? The same could be asked of the menstrual cycle without homeostasis or of DDT pollution without trophic level.

It perhaps needs reiterating, but should not, that the key ideas grow

out of, and help to make sense of, experiments. The gravest danger in Mr Mackean's approach is that "academic" will be taken as synonymous with "scientific", "applied" with "relevant", and that there will be no meeting of the two. In his apparently exclusive concern for the socially relevant, is he not abrogating his scientific responsibilities as a biologist? Problems of food production, conservation and pollution will be solved, if at all, by application of scientific method. If this approach to living things is not introduced at 16-plus with a view to its practical application, what good will the "rational decisions" of the onlookers be?

I see no evidence that students prefer "applied" topics or distinguish between biologies. What should guide topics and approach at 16-plus should be students' hopefully still sharp curiosity about living things and experiment as a means to satisfying it. To concentrate on social aspects at the expense of more time-honoured approaches - with mammal and flowering plant as one readily available, if not imaginative, source of material for investigation - is to make a travesty of biology as a scientific discipline.

B J WAREHAM  
24 Warwick Road  
Thorpe Bay  
Essex.

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## Israel / Benny Morris

### Generating a sense of classroom togetherness

JERUSALEM: A trend-setting high school in Holon near Tel Aviv, is encouraging pensioners to study alongside senior pupils.

The pensioners at Kotel Municipal High School are either studying for matriculation certificates (equivalent to O and A levels) or simply increasing their knowledge in certain areas, such as the scriptures, theatre, literature, and social sciences.

The project, which has the backing of the Education Ministry, is meant "to giving reason to the lives of pensioners who have lost their lives for life because of a lack of purpose."

The school's headmaster, Yoram Katz explained that the pensioners were also given a variety of jobs, such as working in the library, guarding duty and tutoring pupils in gardening, plumbing and woodwork.

The pensioners' self-interest had proved, because they now felt they were useful, said Mr Katz.

## Transposed letters

Sir, - Richard Garner's article of April 16 headed "Vote on disarming preceded by infighting" states that the Birmingham Association of the National Union of Teachers "decided to write to every association for their motion on the subject. This is not the case and I would hope that you will correct the statement."

Mr Garner, for whom the Birmingham Association has considerable respect, seem to have confused what we did in fact do with another Birmingham motion, the one which dealt with "Cover for absent colleagues".

TONY MILLER  
National Union of Teachers Birmingham Association  
30 Livestone Road  
Kings Heath  
Birmingham

Richard Garner writes: Yes, Tony Miller is right and I was wrong. I was misinformed during a conversation with a delegate.

## Absurd allegation

Sir, - It was gratifying to see from your report of the NAS/UWT conference (TES, April 16) that Mr Eamon O'Kane was moved to make a speech about the Professional Association of Teachers. Please allow me to correct two of his statements.

He alleges that, in the 1981 salary negotiations, we wished to settle at 7 per cent rather than the 7½ per cent eventually achieved. It is a matter of fact that, in the final stages of one of the swiftest agreements in memory, we voted against 7 per cent; we were the first formally to propose settling at 7½ per cent, which figure was then adopted by all the other unions except the NAS/UWT, whose representatives wished to delay settlement and press for more.

Mr O'Kane's second allegation is that our support for arbitration that year was given in the knowledge that it would lead to disruption of the schools. While patently absurd, this charge is interesting for what it tells us about the tactics of the NAS/UWT. Clearly, its demand for arbitration was a device to justify militancy which had already been planned and organized.

PETER DAWSON  
General Secretary  
Professional Association of Teachers  
Derby

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Letters continued

Sir - Unlike your other correspondents on the subject (TES, April 16) I was present when Lady Plowden gave her farewell speech to the Pre-school Playgroups Association.

Much of the subsequent dismay and protest derived rather from the newspaper headlines than from the contents of the speech itself.

Lady Plowden did not decry nursery schools; nor did she undervalue what she called the "superband" of professionals who run them. What she did do was give formal expression to a further development in her thinking about under-fives. It is a development which is shared by most people who have done any thinking on the subject since the Plowden report was published 15 years ago.

In 1967, the obvious corollary to an acknowledgement of the intellectual and social needs of the under-fives was the demand that the state should set about meeting these needs.

It is not only the financial climate which has changed since then: a large part of Lady Plowden's speech documented the shift in attitudes, not just among PPA members, but revealed in statements by academics, speeches by Government ministers and educational priority reports, all of which "mirrored the growing wish of the community to be involved in its own affairs".

This was the crux of the speech: a reiteration of the principle of "consulting the community", ensuring that provision for the under-fives is made, not over the parents' heads, but through their responsible involvement.

ANN HENDERSON, Beechwood Crescent, Chandler's Ford, Eastleigh, Hants.

# Further thoughts on Plowden

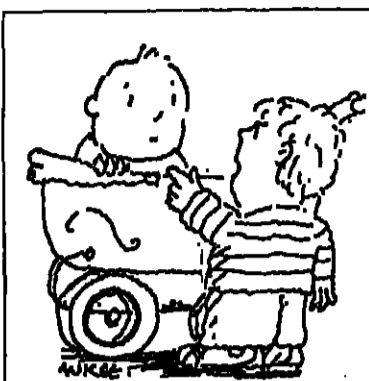
Sir - It is most unwise to make generalized value judgments about playgroups, nursery schools and nursery classes as Lady Plowden did in her presidential address to the pre-school Playgroups Association. I have worked in, and been associated with, all three and found so many differences within each category as between them.

Nursery classes in particular, seem to disturb Lady Plowden and her comments about these could be most damaging. This is most unjust, since in comparing playgroups with nursery classes she is not comparing like with like. The potential of the playgroup is different to that of the nursery-class.

The nursery-class is uniquely placed at one end of a continuum which, in a nursery/infant/junior school such as the one in which I work, represents the years 3-11. A child entering the nursery at three can progress through primary school without the arbitrary breaks which characterize and disrupt the education of many children.

Working within the whole-school framework our nursery-class has access to all school's resources - the most important of which is people. Interaction and mingling across the school, between staff, parents and child is positively encouraged and this occurs on both a casual and planned basis.

In the nursery-class, children can anticipate their immediate and not too distant futures with some insight. Although agreeing with Lady Plowden that a 4-year-old needs to experience being a 4-year-old to the full, building bridges to the next



"What did you do to Lady Plowden?"

easier for parents and staff to view the child as whole than when age groups are segregated and isolated from each other. Given the choice, four out of six families recently opted to leave their children in the nursery-class instead of transferring to the infant department at rising five.

PAT GURA North Cray County Primary School Bexley, Kent

stage must be counted as part of this experience. Stripping down to pants and vest for dancing in the vastness of the school hall can be fun when it is done first of all in the company of familiar nursery staff.

It is clear from our experience that many children would not otherwise experience dressing and undressing themselves until they have to do it for the first time at "big" school. Children in the nursery can get the feel of the big school playground, another source of apprehension for the child coming in at the age of five.

The whole-school environment also offers older children the opportunity to exercise their growing sense of responsibility and relatedness to others by returning to the nursery to help the more dependent members of the school community. In a 3-11 school it is very much

tional benefit to both parents and children. In many nursery classes the participation by parents is still in its early stages, for when judging the benefits of parental involvement within the school setting, it is the crucial factor. There is certainly more opportunity for continuity of experience between pre-school and primary school when provision for parental involvement is made within the educational establishments.

The nursery schools and classes are invariably housed in good buildings with educational resources designed to create a good learning environment. The staff should build the learning taking place in the home rather than be isolated from it, that a favourable attitude to learning is, hopefully, fostered. The strength of nursery education lies in it is in the hands of professional trained staff who are in a position to cooperate with parents in the learning experiences of children.

We share Lady Plowden's concern about the practice in some LEAs of heading nursery schools by setting four-year-olds into the regular class of an infant school. But in implication, she values the provision in the second year of nursery education. The Early Childhood Education Group with the NAIE accept a philosophy of parental involvement and believe that the in-service training of nursery teachers should include an on-going study of how to meet the needs of the parents and all children can be met within an educational framework.

IRENE MACKERRIS National Association of Inspectors and Educational Advisers Early Childhood Education Group Stainesbury Preston

## Future of history

Sir - We would like to draw the attention of your readers to the cavalier way (as we believe) history teachers who use the Schools Council Project: History 13-16 are being treated by an examination board. Although there has been some criticism in detail of the project, we think that many readers will share our view that it is one of the most promising developments in the teaching of history in school for years. Its assessment is based upon criteria which make interpretation and evaluation relatively more important, and factual recall relatively less important than in the traditional history examination. Furthermore, it includes an element of local history based upon coursework, and it enables O level and CSE candidates to be taught

together, thus postponing the unfortunate need for pre-selection.

This project, now being used in nearly 20 per cent of English secondary schools, was at one stage threatened with the withdrawal of examination facilities. No board seemed willing to take it on after 1984. COSSEC, one of the recently formed amalgams of board, did finally step into the breach and offer to examine the project for what we hope will be the remaining two years of separate O level and CSE examination. But it did so only on certain conditions: no coursework as such is to count for examination purposes. Only in local history is a report of coursework written under examination conditions to be allowed.

Teachers feel both that the teaching objectives of coursework are being abandoned and that their

own competence to assess coursework is being questioned for the sake of a uniformity which only external authorities are believed to be competent to impose. Further, any change to O level examining makes joint teaching of O level with CSE joint dates difficult, indeed, in our opinion, impossible. Finally, there is no guarantee that COSSEC will in fact set and mark the examination in the spirit of the "concepts and skills" philosophy espoused by the Schools Council Project: History 13-16.

There were hopes that an actual i.e.a. involvement in the establishment of the new examining boards would ensure that they reflected the work going on in schools including developments such as the 13-16 History Project. Our experience indicates that these hopes are not being realized.

The principle at stake seems to us to be the freedom of teachers, in the interests of their pupils, to propose curriculum development including changes in examining techniques and assessment criteria. If these are to be vetoed by examination boards, then it appears that examination boards exist to control teachers, not to serve them.

BRIAN BOWLES Head of history The College of St Mark and St John Plymouth on behalf of the South West After-Care and Support Group for the Schools Council Project: History 13-16

Most of the leaders of central and local government, leaders of trade unions, senior policemen, prison wardens, social workers, company directors, salesmen - the people who help to shape our present society - are the products of the divisions of the selective system of education.

In that sense an economy with three million unemployed, an increasing crime rate and an amoral attitude to virtually everything is in fact the product of the selective system.

The social problems we now face in our schools and our society are in large part the product of past experience. "A serious evaluation" of comprehensive education must wait another 25 years.

Meanwhile we surely have enough evidence around about us to conclude that the selective system of education has helped create enormous social problems.

H H ABBOTT Head Leon School Blechley Milton Keynes

## Loss of a friend

Sir - The standing Committee for the Education and Training of Teachers (SCETT) grieves the loss of Ron Cocking. Ron had played a crucial part in bringing together teachers' associations and teacher educators in the interests of improving the quality of teacher education and training. From the setting up of SCETT in January 1981, he made an outstanding contribution as treasurer, and had recently been unanimously elected for a second year of office. He will long be remembered for his political wisdom, his far-sightedness, and his constructive approach to apparently insoluble problems. Above all, we hold Ron in happy remembrance as a splendid friend and colleague, by whose passing we are diminished.

ALISON SHRUBSOLE Past Chairman, SCETT Homerton College Cambridge

## What ails Wales

Sir - How much longer must we suffer the complaints that Welsh educational standards are often dis-

mal compared to those found elsewhere in these islands? (TES, March 26). Is it at all surprising that this is the case? Where else in Great Britain does one's ability to speak a language tell for so much?

It seems to me incredible that all the reasons for the low standards in my native country this is not offered as one. Of course, it does not follow that Welsh speaking teachers are poorer than their English or Scottish counterparts. But what I am claiming is that the ability to speak Welsh takes priority over all other considerations, and does in large areas of Wales, then able and less well-qualified teachers will continue to get jobs.

I was born in mid-Wales and grew up in the North of Wales. I attended Bangor University and did my teaching practice in a North Wales coastal resort. I am Welsh and proud of it. I have good family reasons for wanting to return to Wales. I have applied for jobs all over England and Wales; avoiding, in the latter, areas of majority Welsh speaking. But I do not speak Welsh. I have a fair bit of experience in middle management in schools. In English I have references taken up in Pwllheli, Gwent is better than most. In Pwllheli I once met the most biased interview and appointment interview experience. In Clwyd it is still said (it was 30 years ago) that "AM, but you don't know anyone at Cwm Mawr!" As a joke this is his name. But they mean it. South Wales I know less about, but a colleague of mine, recently appointed to a headship there, has the same party! I am aware politics comes in parts! I am aware politics comes in parts! I am aware politics comes in parts! I am aware politics comes in parts!

Wales. None of the above is meant to those Welsh teachers who have worked with this all their lives. We Welsh teachers in exile, experienced and long to return home, know it only too well. What surprises me that HMIs seem surprised by low standards in Wales!

RICHARD ANWYL WILLIAMS 20 Duddlebrook Road Bridlington Shropshire

# Demand for major development of adult education Part-time degree courses seen as a long-term project

by Diane Spencer

A new national agency should be set up to develop a comprehensive system of adult education over the next 20 years, according to Dr Richard Hoggart, chairman of the Advisory Centre for Adult and Continuing Education.

Dr Hoggart, warden of Goldsmith's College, London, said this should replace ACACE when it closes next year. "By then we should have built up a political will for a new agency," he told the annual conference of the National Institute of Adult Education's annual conference in Coventry last week.

He called on the universities to offer more to adult education including providing part-time degrees. In 1980-81, 33 of the 44 universities had not even thought of offering part-time degrees.

Some had made "death bed repentances" when they realized large numbers of potential students were in the community, after facing a decline in their own numbers.

Britain was a "grossly undereducated society", he said, "both for the complexities of the modern world and for a democracy at any time." But the Open University had shown a demand for continuing education - for learning for its own sake, not for job training.

"This will not delight members of this Government as they are afraid of any education that does not have 'technical' wrapped round it." The call for a 20-year development

in adult education came in a recent ACACE committee report - *Continuing education - from policy to practice*. The committee was chaired by Naomi McIntosh, commissioning editor for education on the new fourth television channel.

The Government is to give the Pre-Retirement Association a three-year annual grant of up to £75,000 to develop work in pre-retirement education, Sir Keith Joseph, the Education Secretary, told the conference.

He said he had been concerned about local education provision for adults who are faced with the social, psychological and economic changes of retirement. The grant would enable the PRA to set up a group to develop its educational role and provide guidance and support for those running pre-retirement courses.

But Sir Keith had little to offer adult educationists except praise, although he promised to study the ACACE's insidiously seductive report on adult and continuing education. He admitted that adult education spending was down, in real terms, on last year despite £72m being allocated to it. "I have been prepared to come here and be a 'nay-sayer'," he said defensively, after lecturing on the necessity of economic restraints.

He emphasized the importance of the private sector in adult education: the public sector should fill the gaps

and provide a framework. (Some of the audience replied with shouts of " rubbish".)

He promised help if education authorities refused access "on grounds that are not respectable" to adult education classes. But he refused to interfere in the dispute in some authorities with the customs and excise on charging VAT for adult education classes. This was a matter for the courts and possibly for Parliament, he said.

A major initiative to help people in mid-career to update their skills will be announced next month by Sir Keith.

At the British Association for Commercial and Industrial Education's one-day conference in London on May 18, Sir Keith will reveal a programme called "SPICUP" - Professional, Industrial and Commercial Updating.

The scheme follows responses to a DES discussion paper, *Continuing Education: past experience vocational provision for those in employment*, published in October 1980. It offers ideas for broadening, increasing or updating work skills or knowledge in universities, polytechnics or colleges.

Other speakers will include Professor John Horlock, vice-chancellor of the Open University; Dr George Tolley, principal of Sheffield Polytechnic; and Duncan Rutter, director of the Hotel and Catering Industry Training Board.

## Black protest at records

The Haringey Black Pressure Group on Education is mounting a campaign against the collection of ethnic records and statistics.

This was recommended by the Rampton committee in its interim report on the underachievement of black pupils which was published last year. Sir Keith Joseph, the Education Secretary, is still considering the proposal in the light of talks with other interested bodies and no date has been set for any final decision.

The group of black parents and teachers is urging people to write to Sir Keith in protest at the recommendation. It hopes that pressure can be put on the Government similar to that which brought about the dropping of the ethnic question from the recent national census.

The group argues that record keeping will not improve the standard of education for black children. The DES collected statistics before 1972 and many schools still do, but there has been no change in standards in those schools, it says.

It fears that the records will be used by the police and the Home Office. When the new British Nationality Act comes into force, parents could be asked to show their passports to find out whether they are settled here.

The group says: "This appears to be the main motive in defining black to British born children with reference to their ethnic groups or parents' place of birth, because such a definition bears little relation to the child's quality of learning in the classroom."

It calls on schools to keep themselves under continuous review and goes on to recommend that: "There should be black governors for schools with large numbers of black children;

Government should question the quality of education; the amount of teaching done by the head, the amount of in-service training, the type of curriculum and the head's long-term priorities;

Teachers should ask themselves about their prejudices, their expectations of black children, control of the class and what their priorities are;

Schools should look more closely at their curriculum to make sure it is non-sexist and without class bias.

## Third Age shows there is life after retirement

The Easter School promised by the steering committee of the University of the Third Age as a demonstration of what USA had to offer, duly took place recently at St John's College, Cambridge. About 30 students, mostly residents, attended with a few from other places.

The varied activities caused the programme to read like a cross between a pre-retirement course and an extra-curricular department summer school, including talks on health in retirement, Keat's sonnets and travelling abroad.

The four days were notable for putting into practice the university's distinctive guiding principle that "those who teach will also be encouraged to learn, and those who learn can also teach or in other ways assist the functioning of the institution".

Sir George Godber, for example, who spoke on the changing pattern of disease, was a course member throughout. But the school could not offer, that the self-help principle described as only a qualified success, for most members had misgivings about it.

Similarly, the Third Age (that following on youth and employment) came in for some criticism with many speakers questioning whether there

was any rationale in appearing to exclude the younger unemployed who might have much to offer as well as to receive.

Dr Eric Midwinter of the Centre for Policy on the Aging posed the problem of how to cope with the demands of perhaps 12 million retired people in the future, when the economy would be unlikely to afford the vast expenditure a professionally-run body would need. Mr Michael Young saw the university as providing through its national organization a clearing house of information for local correspondents, guidelines for local organizers, effective counselling for members, and fruitful liaison with radio and television. He was heartened that so many local experiments were already under way.

Members of the seminar included representatives from a wide social and educational spectrum. They concluded that there was a wide-spread need for the kind of provision USA had to offer, that the self-help principle should be confirmed, that the title of the organization should be retained in spite of some misgivings about it, but that the machinery for promoting it at both local and national levels should be given.

## Rise in home university candidates

The number of applications from home candidates for university entry this autumn is likely to be 6 per cent higher than last year, according to the latest bulletin from the Universities Central Council on Admissions. But the number of overseas applica-

tions may be down by as much as a fifth. The number of home applications received by March 31 was 154,000, compared with 146,000 last year. The final figure is expected to be about 172,000.

## Guilds urged to the defence

The guilds of the City of London should defend the independent schools and their interests in them, Mr David Vermont, Master of the Mercers' Company, said.

"There have been attacks before on independent education, but today the danger is greater," he told a banquet at the Mansion House in London for the United Guilds of the City.

There were more than 30 schools controlled by livery companies of which they were represented on the governing body, including Oundle, Tonbridge, Haberdashers' Aske's... "We must fight for the excellent which the schools display, the encouragement of which is essential for the survival of the country and for the progressive improvements of the state schools."

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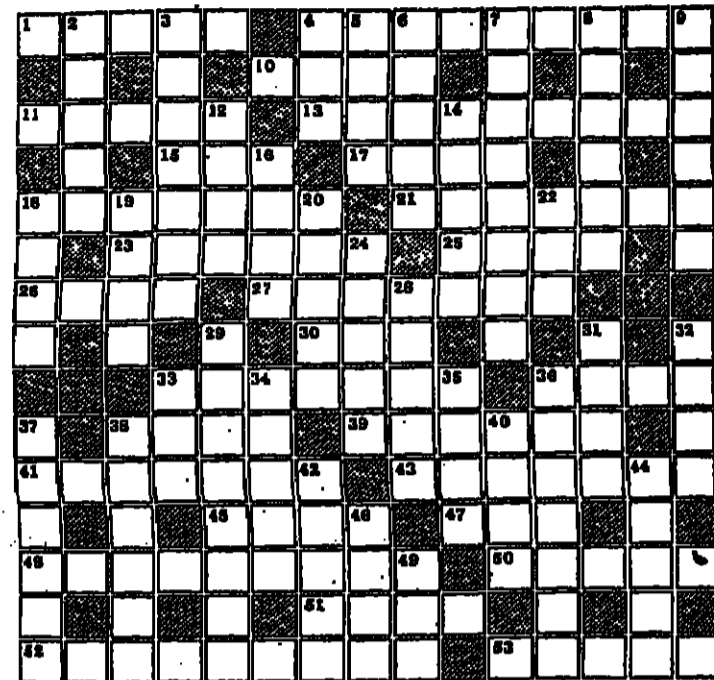
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  - 12 Monetary stoppage
  - 14 Written briefly
  - 15 Colver's picturesque scholars carved their names on every one
  - 19 Site of 43 acres
  - 20 French advantage
  - 22 Parents in a negative way
  - 24 Used to be somewhere in France
  - 25 Happen afterwards
  - 26 Climbing harness in man
  - 28 A somewhat glider
  - 29 The final crack
  - 30 The little devil's on our money
  - 31 Simplest creature
  - 32 Time measurement
  - 33 Jollier than 4 scores
  - 34 Ladies in providing mood
  - 35 Presents are commonly this
  - 36 Oats the boot
  - 37 Hall in Scotland very mean team
  - 38 Works, but usually plays
  - 44 She's dead
  - 45 Only a confectionist could do this on a chair

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# Talkback

## Small and bright

William Blades

It is assumed that small groups will help slow-learners to catch up with their peers and that class teachers will be pleased to be relieved of awkward children for at least part of the day. But how successful such small remedial groups are is open to question.

The recent report, *Extending Beginning Reading*, pointed out that trying to push children beyond their average reading age was a waste of time. Trying to make immature children attain a level beyond their maturational age also wastes time.

Perhaps extra time would be more profitable used by devoting it to the school's brighter children. Many teachers oppose this, feeling that it smacks of elitism and streaming. Some teachers even go so far as to try

to squash the brighter children because they feel they are precocious. For the past few years I have been acting both as a remedial teacher with slow learners and also teaching a group of more capable children. With the slow learners, I have had neither more nor less success than most other teachers. A few have made great improvement and caught up with the average children, but most have remained three steps behind. However, the work I have done with small groups of brighter children has made me pause to reflect.

The top age group in my present school is divided into eight groups forming the top half of eight vertically grouped classes. This means that the above-average children are thinly spread, but by bringing them together for an hour each afternoon we were able to stretch their abilities a little.

I tried to provide work which was unusual enough to interest these children so that they enjoyed coming to the "Group" as they called it. During the two years, such subjects as Communication, Life in the Fifties and Computers have all proved rewarding.

As far as possible the work was based on practical experience as well as on books. In the Life in the Fifties

project the children used old photographs, contemporary newspapers and a questionnaire which their parents completed. Other projects were based on experiments and practical work.

Nine-year-olds do not automatically work together. They have to be put in the correct situation to make cooperative work seem essential. In this class, the children were divided into groups of three or four and asked to produce a book for the group which had been planned, written and edited by the group.

One problem about selecting bright children in a primary school is that teachers are not very good at it. They only select the obvious, the conformers, their own mirror-images perhaps. So as time went on, I spread my net a little wider and drew more children into this class. In the end, about half the children in the group had spent at least half a term in the class.

Evaluating such work is almost inevitably subjective, but teachers generally felt many children benefited from extra stimulation. There were also many favourable comments from parents as well as much cooperation

William Blades is deputy head teacher at Raynville Primary School, Leek.

## Introducing skills

Paul Thomas

Frome College in Somerset is pioneering a new way of implementing the Work Introduction Courses set up by the Manpower Services Commission. The aim is to help young unemployed low-achievers to acquire a range of basic practical working skills, improve literacy and numeracy and to increase motivation and self confidence.

The MSC's initial idea was to prepare young people for open employment in as short a time as possible. This usually meant organizing 13-week courses, following a pattern similar to other short industrial courses operated by MSC. But young people suitable for WIC tend to be those "at risk" because of limited ability or because of poor work records or for social or behavioural reasons. The Careers Service was unhappy about potential course members waiting for up to three months before a place became available on a new course.

So we devised a training programme that has built into it the equivalent of 13 weeks full-time instruction

but spread over 21 weeks. The additional eight weeks are occupied by job rehearsal and work experience.

The scheme is organized around three-weekly, self-contained training modules which allow a young person to join the course on the first Monday of any given module. So, no youngster has to wait for more than three weeks before a place becomes available. Course entrants may remain in training for up to seven modules (21 weeks) before leaving the course though suitable trainees may be referred earlier to YOP placements or to full-time employment.

The Most participants involved in WIC's require a great deal of support. Usually 30 per cent or so are categorized as ESN (M). So the work exposure element is designed to suit the needs of the individual.

The usual pattern involves three weeks of induction and assessment, followed by a work exposure placement for one day each week building up to two days towards the middle of the course and three days each week towards the end.

At the end of the course, suitable young people may be placed in a work experience vacancy on an employer's premises, involving a working week of four days and further training at college on the fifth. This ensures a slow transfer from college to work.

The training programme accommodates this flexible work exposure pattern by setting aside Monday and Friday for core studies when all course members attend all training sessions, leaving Tuesday to Thursday for job specific training to supplement the work exposure programme.

Emphasis is placed on practical work because most trainees have unhappy school records. Little formal classroom teaching is tolerated and participation is important. For instance, the role of trade unions, disciplinary and grievance procedures are assimilated through the formation of the trainee's own trade union which has weekly meetings conducted entirely by its own officers and the same methods of negotiation and discipline practised in industry (verbal warnings, written warnings etc).

Paul Thomas is the Youth Opportunities coordinator at Frome College.

## Shared classes

Veda Henning

need to employ the type of flexible thinking that hopefully we are inculcating in our pupils.

One possibility that has only begun to be explored is that of offering all teachers the option of permanent part-time work. I dispute the view that only women with family responsibilities would be interested. How many male teachers have to die prematurely with heart attacks before we recognize that the pressure is too great? How many more gifted teachers will retire early, thus further depriving us of their wisdom? The current attitudes displayed by both authorities and unions is basically Luddite in character.

Traditionally, part-time work is temporary and offered only to Seale staff. But does it have to be so? Isn't it possible for a school to have two science consultants? Surely we already have the example of deputies to call on - the school doesn't stop

because the head is absent. Timetables could be arranged so that there was an overlapping time for both liaison. There would be a need for much more professional discussion to ensure continuity - would that be bad development?

In primary schools where the norm is one teacher per class, the more would have to be adjusted. If it became the norm that the first teacher was Mr. Brown and the second part of the week and Mr. Smith took the second part it would soon be accepted by the children. The pupils might even prefer having two committed, alert teachers, one of whom is worn out by Thursday. It might even be possible by expert staffing to increase the range of specialist staff.

Financially there could be several benefits. Experienced teachers might be very well paid that their pay would be looked quite well - by standards. Obviously, unemployed teachers would prefer a pay cheque to the dole.

Offering part-time teaching would, of course, solve all our problems, but it might very well be a spark that revitalises us.

Veda Henning is Deputy Head, Charles Dickens Middle School, Poole, Dorset.

# Quiet flows the vodka

One Saturday I opened my newspaper and saw a report of an educational trip around the Soviet Union. Then I opened an educational journal and there was another report of the same trip. I am as perspicacious as the next man and I spotted it at once - a *delegatsia* of journalists had been. The reports were a disappointment. Something was missing: a certain ambience, a certain flavour; and a healthy scepticism.

My own participation in a *delegatsia* was in 1975, but my memories are as clear as ever: pickled in vodka. The high induced by the experience lasted three months. Prime Ministers and Royals must get used to the treatment, but for the ordinary citizen it is an unforgettable, mind-distorting experience. Nothing like this seems to have happened to the journalists' *delegatsia*, judging by their accounts. Was it because they are so hard-bitten? Don't they drink vodka? Have the Russians changed?

Russian hospitality (and Russian bureaucracy) begins in the customs hall. For the first time we heard the magic word "*delegatsia*". It waited us through the customs hall with a pause only hastily to scribble some forms.

We were ushered to a table set with the first of our gargantuan meals. The first course was brought in and we were about to start when the chief education officer of Leningrad rose to his feet to propose a toast. It is the Russian custom to drink a toast before each course. The toast does not begin until the course is served. It is long and grandiloquent and its length is doubled by the need to translate. Other than breakfast we did not eat warm food during the whole of our stay in Russia.

Breakfast was the meal the party found hardest to take. Stomachs were unused to a full three course meal with a meat dish and rice; some enjoyed the lashings of caviar. Vodka was, of course, available.

Our party had the inestimable advantage of including a young woman, who, speaking perfect Russian, was able to pick up whispered conversation and keep us informed of the flurry of disorganization that was always present just beyond the periphery of our delegation.

Our first visit was to the chief education officer. Visits follow an invariable pattern. The delegation is ushered into the room of the head of the establishment. Refreshments sit unobtrusively on the table while the head of the establishment addresses the guests. All possible facts about the area or school or college are adduced. Finally the visitors are told about the problems (pronounced *problemy*). Each organization is working on three *problemy*.

Leningrad is, in effect, a metropolitan county with a population of about 4 million. The chief education officer, we were told, controls the chief inspector. The chief inspector controls the county inspectors. The county inspectors control the district chief education officers. The district chief education officers control the district inspectors and the district inspectors control the principals of the schools.

The curriculum is identical in every school in the Soviet Union. A pupil from Vladivostok can fly to Leningrad and - allowing for jet lag - slot into the school curriculum the following day.

The chief education officer had a model of a classroom in his room. Later in the week when we saw him again I asked him about it. It seemed very similar to the classrooms we had seen. It had two innovations: a screen could be slid down in front of the blackboard; and there were storage cupboards on either side of the blackboard.

Later that month he and two architects were to fly to Moscow to present the model classroom to them.

"And if you are successful you would be able to build classrooms in Leningrad, would you?" I asked.

"Oh, no," he said. "If Moscow agree this will become the standard classroom for the whole of the Soviet Union."

In Leningrad my excellent and well-appointed room seemed to lack one thing - a waste paper basket; later that week I found it behind the bathroom door. In Moscow in our hotel - the largest in the world - on Red Square, I had an identical room. I needed a waste paper basket and looked behind the bathroom door; there it was.

Through the interpreter I asked a chamber-



Michael Sterne found recent press reports of education in Russia lacking in proof

maid why she put the wastepaper basket behind the bathroom door and she told me that that was where she had learned to put it on her course at the technical school. I asked the chief inspector if that part of the syllabus would be decided in Moscow. "Of course," he said.

Statistics are, at the best of times, like a mist: the nearer you get to them the more insubstantial they seem and they tend more to obscure than to clarify the issues. As a collector and provider of statistics myself, I know well that the provision of essential information to others is low on the priority list of any administrator and that often they are provided on the basis that one figure will do just as well as another.

In Russia statistics are coloured by another factor. What the party says must happen will happen. The statistics will prove it. Thus, one is constantly told that 75 per cent of the university students are the children of "production workers" and peasants. Production workers are workers with the hand - even clerical workers are excluded from this definition. Since all the middle-class people one meets confidently expect their children to go to university this statistic cannot be true.

Says the account of one journalist: "We were left with an overriding impression that education matters more to more Soviet people than it does in Britain. Without that commitment and admittedly that ruthless control, would the first man in space have been a Soviet citizen when, 30 years earlier, the bulk of the population could neither read nor write?"

The second sentence is ludicrous nonsense. The first man went into space in 1961. Sixty years earlier, at the turn of the century, Russia already had in total numbers as many children in school as Britain. Literacy rates in the Western-most parts of Russia were similar to those in Britain.

"The television screens, the overhead projectors and all the other audio visual goodies which enrich learning in Britain are here on a scale that we have not seen in other schools. The reason is that the children earn money during their work experience - and two-thirds of it goes to the school."

A Leningrad school, rather like a New York school, tends to have its front door straight on to the street. It is a building in a terrace of other buildings - office blocks or flats. A standard Leningrad school is a two-form entry "10 year" school of age range of 7 to 17. It has a hall and classrooms, small by British standards. In these classrooms sit 40 children in rows. One of the classrooms is furnished as a rather rudimentary physics lab. There is no biology lab and no chemistry lab - only a classroom furnished as a demonstration room.

There are no craft rooms, no domestic science rooms, no art rooms, no playing fields. There is no sports hall and no swimming bath. There is a school secretary but no technicians. There being no playing fields, no one is needed to maintain them. There is no drama studio and no music practice room. It is true that there are more overhead projectors than you would see in an English school.

The pupil:teacher ratio in England is under 18:1. We were told that in Leningrad it was 25:1. In the schools we saw with 40 in the classes, few free periods and few smaller groups, it would certainly have been well over 30:1. This was confirmed when we asked how many pupils and how many teachers there were actually in the school. In volume terms I would estimate the cost of educating a Russian child in a 10-year secondary school would be significantly under half the cost per child in an English secondary school.

Children in Russian schools not only wear uniform, they wear the same uniform throughout the country. The colours vary with the Soviet Republic. The one variety allowed is in the lace collars to the dresses.

In each school one young pioneer corps (The Young Pioneers are the Communist Youth Movement) is on duty for the day. The duty groups of girls wear white aprons - plenty of sex-stereotyping there. Having the children cleaning the school is not necessarily a bad thing but it is a significant cost saving.

The vast majority of the teachers were women and the numbers attenuate very quickly with increasing seniority: there were very few women in the top-most hierarchy.

We visited Leningrad's sports boarding school; a few miles outside the city. Before we toured the school the "care" with which the search for talent is carried out was explained to us. All children in Leningrad have a programme to teach them to swim and the coaches report on any particularly talented swimmer who goes for further training and further coaching. The outstanding in this group are offered places in the sports boarding school.

We asked how many public swimming baths there were in Leningrad. Six, we were told (for a population of 4 million). And can a man take his family swimming? A long conference this time - yes, on Thursday evenings.

"And during our travels through the educational system, we saw pioneer palaces where

# features

young people have access to facilities that the British youth service can only dream of."

I should be the last to argue that the British youth service is not catastrophically under-financed. I was impressed by the young pioneer palace in Leningrad. It is just that - a palace from Tsarist days, exquisitely restored and beautifully kept. You could not let hundreds of children into such a place and the Russians don't. Access to the palace is a privilege reserved for the most loyal young pioneers.

We went into a classroom of swimmers at the sports boarding school and, as all Russian young people do, they stood up. They looked like zombies. Our leader, behind me, said "They're waterlogged". They had already swum 14 kilometres that morning before starting their classes.

The sports boarding school has three doctors, specialists in sports medicine, attached to it and seven psychologists "because the psychology of winning is very important". Children board, either in the school or in a summer camp for 50 weeks a year. They may visit their families on Wednesday evenings. There is fierce competition for places and weeding out is ruthless. The school has one explicit aim - to produce Olympic champions.

We went to a complex of five magnificently equipped gymnasiums in Leningrad, also used to produce future champions in a variety of sports. One nine-year-old of marvellous skills was pointed out to us as being a certainty for a gold medal in 1984. Ordinary children in Leningrad do not get to use such gymnasiums.

The gastronomic high point of our journey was the lunch given to us by the vice-chairman of the City Soviet. It was held in a special centre used for entertaining guests of the city of Leningrad. Behind each chair stood a waiter and dishes were placed before the company simultaneously with the precision of the corps of the Royal Ballet. The toasts were even longer and the food colder than usual but it is the only time I have eaten sturgeon.

On our way back from the lunch the bus stopped to enable the interpreter to buy a couple of sandwiches. While we ate we also talked. If one person was not talking another was. Each beautifully prepared dish had been put in front of her and removed untouched; she had not eaten a thing. That is how minions are treated in a truly socialist society.

*Delegatsia* was the magic word which took us to the head of every queue. At the Kirov ballet our hosts had forgotten to reserve a table for our interval refreshments. A group of Russians made way for us and my thank you was rebuffed. "They didn't look very pleased," I said to our colleague. "Nor would you," she said, "if someone walked up to you and said '*delegatsia*, out'."

Lessons are to be learned from the Russian experience but they are lessons likely to be more palatable to Black Paperists than anyone else. In Russia you will see children sitting obediently in rows. There you will hear chanting in the traditional manner. There you will see learning by rote. There you will see concentration on the basics. And it works, after a fashion, or seems to.

It is uncomfortable for the liberal educator to see a teacher teaching with a note book setting out the prescribed lesson open beside her, ready to assure the visiting inspector that she is at the prescribed point at the prescribed time. It is uncomfortable to the liberal-minded educator to listen to an English lesson about a journey through London and to discover that that is learnt by rote and carefully rehearsed. It is uncomfortable to discover that it works for some children.

Not that the normal distribution of ability has been suspended in the Soviet Union. Ask the children in the class and you will find some that have learnt little or no English but others have learnt it very well. Some children are clearly at sea in the physics class, but the average level reached by 17-year-olds seems to be immeasurably higher than could be expected by an unstreamed class of 17-year-olds in Britain.

Russia is different. It is a shock to ask for postcards in Leningrad and to be offered a selection of Georgian flowers, then to be told when one demurs that it is unreasonable to expect anything other than what is supplied. It is not a consumer orientated society.

If Russian education is, indeed, nearer to that desired by the "back to the basics" movement, it is provided in a system which restricts freedom to an extent almost unimaginable to the Westerner. That should give cause for thought.

Michael Sterne is the senior assistant education officer for continuing education in Manchester.



Very few 16-plus students, even those on A level courses, are interested in education for education's sake. But just as colleges of education have been criticized for producing highly qualified teachers with no teaching jobs to go to, so could some of the more vocational courses for the one-year sixth-former be criticized for raising students' expectations out of all proportion to their employment prospects.

There is no doubt that students on vocational courses feel they have gained more from their extra year than those on the more traditional academic courses. There is no doubt also that any attempt to introduce into every course if not an education for redundancy at least an education for change and flexibility would be met with little or no enthusiasm from the students. However, at a time when the employment scene is changing so rapidly and so radically, there seems an element of irresponsibility in the superficially attractive idea of giving the students what they want, particularly when their wishes are so closely related to the current employment market.

With these reservations, the courses best suited to one-year students are those which are vocationally-oriented without being job-specific, and which concentrate equally and seriously on the continuing development of the individual.

But our research shows O level is still the examination that dominates the new sixth form. It continues to exert an all-pervading influence on students, who remain convinced of its superiority to any other exam and of its ability to help them achieve their ambitions. This view is shared by parents and employers.

It is largely as a result of this consumer demand that O level remains the examination most frequently offered and taken in the one-year sixth.

In view of the grip of academic examinations on the secondary curriculum in general, this state of affairs is predictable. For as long as the worth of schooling continues to be measured in terms of academic results, comprehensive schools will be under pressure to treat O and A level courses as the most important part of their curriculum. Yet the assumption that the traditional path of O and A level remains the best one for all students seems increasingly doubtful, given the high failure rate at O level for this age group and the range of ability in today's sixth form.

Rather than give implicit endorsement to the superiority of this examination it would be heartening to see institutions have the courage to offer courses more tailored to the specific needs of these students. Only a combination of innovation on the part of institutions and of commitment to that innovation on the part of teachers will prevent future students seeing O level as the sole desideratum and enable them to make a real choice of course based on their own needs rather than on an established educational pattern.

Many schools recognize the unsatisfactory nature of O level courses but continue to offer them for want of an alternative that has the same recognition nationally and on the grounds both of consumer demand and of their benefit to students in terms of increased maturity and personal growth.

This last justification is often used to offset poor examination results and must be firmly distinguished from "the development of the individual" as a conscious and planned part of the curriculum. Institutions that talk of increased maturity give the impression that it is specifically engendered by the one-year sixth, and this attitude encourages students to think that a year in the sixth form is a worthwhile experience regardless of the qualifications gained at the end of it.

Many students' own sentiments of this kind are extremely difficult when pressed to explain why their course should have made them any more mature than a year at work. Increased maturity is a claim all the easier to make for being ineducable.

Rather than use this and other similarly vague claims to justify courses, schools and colleges would better serve their prospective students if they defined precisely what the courses offer and, where relevant, to what possibilities they will lead.

Those institutions aware of the inadequacies of O level are faced with several dilemmas when considering possible alternatives. Many are reluctant to offer the new, experimental courses because of the lack of national validation. They fear that an unrecognized qualification might be of no benefit to a student's future prospects. Furthermore, the onus will be on them to promote these courses to students, parents and employers.

It is difficult to make generalizations in view



A report from the National Foundation for Educational Research confirms the Government view that the 17 plus should be more vocational. But the researchers, Judy Dean and Andrew Steeds, warn this could raise expectations in the one-year sixth that cannot be met

# Teaching for redundancy

of the variety both of courses and students but our findings suggest that students on vocational courses were the most satisfied group of new sixth-formers.

There seems to be a distinction between the attitudes to their courses of students following single-subject courses, particularly O level, and those of students on courses with a vocational focus. Students on the former type of course appear to believe in the all importance of the qualification to which it leads and as a result pay scant attention to its content. In this they reflect the attitude of employers, who tend to use O level as an indicator of an applicant's level of ability and are frequently indifferent to the actual syllabus.

CEB, even though a single-subject examination, is an exception here; as a result of its lack of currency employers are obliged to consider the course content of CEB more than they do O level. Also, the effort put into devising syllabuses more appropriate to the needs of 16-plus students has meant that many who have followed CEB courses have found the content of these courses more interesting than their O level counterparts. These accept the lack of inventiveness in their course because of the qualifications they hope to gain at the end of it but, clearly, if they fail, they feel the course has been of no intrinsic value to them.

On the other hand, students acquiring practical skills as part of a vocational course benefit from the course content as much as from the qualifications. Even students who fail may

consider they have acquired valuable skills.

Attention to course-content would also considerably reduce the present qualification-obsession of students and employers and would result in courses which motivated by virtue of what they had to offer and not by virtue of their certification.

Those features of courses which gain the general approval of students include:

- Work which can clearly be seen by students as applicable and relevant to their own lives and futures though not necessarily career-specific.
- Work which is substantially different from that of fifth-year courses.
- A more adult relationship with teachers and the opportunity to take more part in classroom discussion and debate.
- Work experience, whether or not the jobs they sample are those they plan to enter.
- Individual career advice which is up-to-date and realistic.
- Integrated courses which seem to produce increased teacher involvement, greater understanding and interest on the part of students and better performance in examinations.
- A better teacher/pupil ratio and more relaxed working atmosphere.

This last point demonstrates the crucial importance of the teachers' attitudes and expectations for the success of these courses: not merely the attitude of the individual teacher in the classroom but that of the staff of the college or school as a whole. It is vital that schools and colleges offering these courses

regard them as valuable and essential features of post-compulsory education and not merely as ways of coping with unsuccessful applicants for other courses nor as poor relations to more prestigious courses. Teachers' attitudes towards themselves to students and any degree of teacher scepticism may exacerbate feelings of inferiority and intellectual inadequacy. It is essential that staff teaching these courses be committed to them and that their commitment is reflected by the attitude to them of the rest of the school or college.

Involvement in the teaching of these courses is often a thankless task since it carries little status and since these courses have to fight for survival in times of financial stringency. It is often the one-year sixth is affected by cuts before more advanced courses. It is hardly surprising that so many institutions should pay merely token attention to the needs of these students when so little attention is paid to them nationally.

The one thing guaranteed to change the attitude of schools, colleges, teachers and employers to one-year courses and the status on them is a firm and genuine commitment on government level to give this sector of education the status and financial support it has been denied hitherto.

This article is based on the conclusions from the plus - the new sixth form in schools and FE by Judy Dean and Andrew Steeds, published by NFER-Nelson at £6.75, which is the result of the NFER survey of 900 new sixth-formers.

Teachers views on the new sixth form gathered in the survey of 400 schools.

### The suitability of O-level

Qualifications (must be developed) which are both officially recognized and publicly acceptable. O-level, which fulfils these requirements, has already proved unsuitable for some of this group, but is generally demanded by both parents and employers.

GCE O-level is not a suitable course for many of these pupils, but CEE lacks status and until it is approved, and employers take note of it, neither pupils nor their parents will endorse it. We need CEB-type courses, but they must have currency.

We are agreed that many of our current O-level courses are unsuitable for this type of student, and are looking into replacement courses. But educational cut-backs may make this merely an academic exercise.

### The one-year sixth increases maturity

The success of the sixth form experience for this group should not be measured by examination results, which in most cases will improve but not by large margins. The total experience of the sixth should have impact on their confidence, self-esteem, ability to accept responsibility and social awareness.

We feel that one year in the sixth has a quite profound influence on the maturity of those who stay on. They really do develop a sense of social and academic responsibility which we rarely see in that group in the fifth year. Those who do stay on invariably say how much they have benefited from it. It is a mistake to look at sixth form education in terms of courses or examinations alone. We are now in our fourth year of a Comprehensive Sixth Form and I believe that it is the "hidden curriculum" element of Sixth Form life which, for many students, has been the most valuable.

Many of these pupils have developed interests within the community through work they have first done with the School in a voluntary way - helping at Old People's Homes, collecting for Flag Days, etc. They have also enjoyed contacts with younger pupils - helping them with swimming and sport or helping with remedial reading. It is for these reasons that I believe that such courses must be developed in schools not FE Centres. School life is perhaps more valuable to this group than the A-level type.

### A viable alternative to O-level?

It is important to provide new courses in the sixth form. Retake subjects (which they have usually failed at O-level) tend to state quickly. Completely new subjects where the student has no future record would be much better. There is obviously a need for a course, that will have very strong appeal to the children, which is of vocational importance.

Sixth form courses of one-year duration must have validity and be meaningful to students not a mere "fill in" or "stop gap". Certificates, if any, need to have currency amongst employers. Money is needed both to implement such schemes and to make participation worthwhile, rather than simply draw the dole. Altruistic motives are not enough, partly of esteem for these sixth formers is important. The support and encouragement of employers is vital and the Government could assist here.

### The status of the one-year sixth

There is a reluctance on the part of some Heads of Department to devise courses for the non-academic sixth former. They feel their pupils should be doing vocational courses at the Technical College, and resent having to divert precious money and resources to what they feel is a less worthy cause than A-level students.

It is essential to improve staffing provision. We had to abandon a City and Guilds Foundation course in Engineering, proposed for 1978, when the help withdrawn to 11.5:1. We operate now on 12.0:1 and will be expected to manage on 12.5:1 next year. Apart from the size problem, this leaves no margin for either experiment or staff re-training. It also faces us with an agonizing decision over priorities: who matters most? A-level students or the least able?

### Future developments

What are the possible future developments in our college for this group of students? None, as far as I can see. Unless, that is, more enlightened public finance demonstrate a good way of providing them with qualifications which carry some vocational currency, and even to encourage them a little in the process, but I cannot see progressing much outside the range of what we do now. In the particular environment served by this college vocational currency is the only significant factor for most students. My current disquiet relates to whether the term will in a few years contain any meaning. I hope we are totally unprepared.

FE Colleges increasingly find themselves separating 16 year olds from their illusions says Ivan Huke

# Real prospects

It was a crazy application. At school he was taking only four CSE exams and his teachers predicted that he would do badly in all of them. Yet his application began: PROPOSED CAREER: Journalism. SUBJECTS YOU WISH TO STUDY: Three A Levels.

I looked at the confidential reference from his headmaster. "Richard is idle and disruptive. Attendance erratic. Might possibly settle down in the college of further education but certainly not capable of A levels."

Although I was inured to such applications, I knew it could be a tricky interview. So when I asked him to come in, I was unable to greet Richard with the warmth that would put him at his ease. His mother was with him. They both stood, stiff and awkward, needing a second invitation to be seated.

I had to take Richard seriously. To him, and to his mother, this evening was a special occasion. She had put on her Sunday best and had taken excessive pains with make-up. But what did she expect of the interview? Provided that Richard was on his best behaviour, she probably thought it would be a cosy chat. We would discuss his future as an A-level student and talk about the Daily Express signing him on later as chief reporter.

In fact, it was a watershed in his life, the moment when he would open his eyes to reality and find that his prospects lay not in Fleet Street but more probably in some dull and humdrum local job - if, indeed, in any job at all.

I started with ritual questions about his

schools, sporting interests and hobbies. These increased my confidence, if not Richard's. I noticed how stereotyped he was: hair brushed under protest, incipient moustache, navy pullover direct from combat training with the SAS. He mumbled answers into the table.

I stiffened to the serious business. "According to your application form, Richard, you want to be a journalist?"

"Yeah."

"Have you looked into journalism as a career? Do you know what qualifications you need?"

"Well, . . ."

"He's always wanted to be, you know, writing, like on a newspaper," mother offered, unhelpfully.

"What sort of journalism do you have in mind, Richard?"

"He wants to do the football. You know, like all the writing and that."

"He would like to work on the sports columns of one of the national papers - that kind of thing?" When dealing with a spokesperson, I find myself putting questions in the third person.

"Yes. One of them sort of papers."

"Before Richard can think about a career in journalism, he needs a batch of O levels, at least a couple of good A levels, and then a journalist's training course. Does Richard know that? And even then, he would be lucky to get a better job than writing reports for the local paper on Women's Institute cake competitions."

Mother smiled vacuously at Richard. Expressionless, he looked through the table.

"To be a journalist, you must be good at English," I continued. The cynic in me conceded that this was true. "Are you good at English, Richard?"

"Pre'y good, yeah."

I glanced at the confidential school reference: "CSE English Predicted Grade 5".

"Your school is not so sure about that, Richard. They don't exactly say that you are brilliant at English. What CSE grade do you think you will get?"

"Well, . . ."

"They've always had it in for 'im at that school, they have," mother interrupted, boisterously. "They've never known nothing about 'ow good 'e is!"

I decided to sample Richard's English for myself. I asked him to read out a few lines from a book. He tried. He went through full stops without pausing, and needed my help with some quite easy words.

I wondered why some young people expect qualifications and careers far beyond their capabilities. Do they arrogantly believe a good job will be conferred as a right? I hardly think so. More probably, the airy statements they write on applications are mere dreams: they imagine themselves rising to the top in a world without talent, without competition, and without hard work. Perhaps they think impressive intentions make an application look respectable.

It was time to reach a verdict on Richard. I looked at the headmaster's note again: "Idle and disruptive."

"Well, Richard, your headmaster says some very nice things about you," I lied. Such gross ironies soften blows. There was once a time when they also gave me private amusement.

"However, I doubt whether you are capable of tackling A levels." I told him that he might surprise me and get reasonable grades in his CSE exams. If so, I could admit him to a college course, though it would have to be for O levels rather than the A levels he wanted.

Mother bridled. She was labelling me as another one who has it in for 'im, who never knew nothing about 'ow good 'e was.

In practised style, I advised Richard to reconsider his ambitions, to seek advice from the



careers officer, to apply for a more appropriate college course. All the time, his mother was struggling to contain her anger.

"Are you telling me Richard ain't good enough to come 'ere?" she burst out.

"Well, the point is -"

"You don't know what you're talking about! That boy's never had a fair deal. He's got a right to his education, same as anyone else. They've set you against 'im, ain't they?" Irrational abuse followed, against me and against institutionalized education in general.

At such times, I have to remind myself that this job as GCE admissions tutor is worthwhile. So often I give pain; so often I am resented. Yet someone has to make young people and their parents think seriously about the directions lives can and cannot take. Schools rarely do so, perhaps because they are reluctant to discourage.

Moving to a conclusion, I replied calmly to the wild remarks, repeating what I advised. At last I manoeuvred Richard and his mother to the door; I would have shaken hands, but they hurried away.

Back in my chair, I smugly reflected that my technique for handling such cases was improving. I wrote up my notes on Richard and put them in his file. With five minutes to spare before the following interview, I looked at the application I had received from the next boy. "Proposed career: Journalism." It began.

Ivan Huke is GCE admissions tutor at the Isle of Ely College of FE, Wisbech. This fictionalized interview is based on what are increasingly common experiences.







# Do-it-yourself

## Jack Cross on home education

Teach Your Own. By John Holt. Lighthouse Books, 27a Sydney Street, Brightlingsea, Essex, £5.95 0 907637 00 0.

Richard North has explained (THE TES, 9.4.82) exactly why he wants to educate his children at home; he believes that "schools are bad places and cannot be reformed." John Holt, after a quarter of a century in education and eight mordant books about its effects, has come to the same conclusion. *Teach Your Own* sets out to persuade others to take the same line and proposes strategies to assist such parents in their dealings with schools, authorities and, should it be necessary, the law.

This father-figure and most prestigious propagandist for the D-I-Y education movement is a romantic individualist cast more in the mould of Rousseau and Neill than that of Ivan Illich. He essays no biting analysis of why society has gone about creating education as a tool to serve its own unworthy ends. His arguments are placed in no social or political context and his radicalism is the American kind which seeks not so much to change the established order as to escape from it. Looking back in admiration at the self-sufficiency of frontiersmen and the self-educated Abraham Lincoln, he does not claim (though he well might) that his models demonstrated certain virtues which may find new relevance in a deindustrializing world.

He criticizes schools as he sees them, as places where teachers are allowed to intimidate and humiliate the taught in ways which would not be permitted to trainers of dogs, dolphins or performing seals. They are not "serious" he says, because, while they take credit for whatever learning does take place, they blame the child for imaginary maladies like brain dysfunction or learning disability for what doesn't.

Progressive education has failed. Each step taken in the direction of more freedom and self-direction turns out to be little more than a passing fad or a device used to seduce pupils into conformism: it is

soon reversed when it produces no visible and measurable results. He would probably see our contemporary back-to-basics movement as typical of the kind of reactions he has observed in the USA and recorded in this book.

It would be easy, but wrong, for teachers in Britain to shrug off such accusations in the belief that, in the primary area at least, such things don't happen here. Nor should they dismiss Holt's ideas, and those of the supporters of our home-grown Education Otherwise movement, as representing ill-informed attacks on the competence and integrity of well-meaning and hard-working professionals. They raise important issues and ask important questions which need to be answered.

Do we really believe that if children weren't made to do anything, they would do nothing? Is formalized discipline, administered in the name of externally-derived authority, the best or only way to prepare young people to face the real world of hard knocks? As school life is extended, does not a great deal of what goes on exemplify Rousseau's paradox, "the great objective is not to save time but to waste it"? If socialization is claimed as one of the more important reasons *d'être* of schooling, why do we find so much youthful behaviour - clearly the result of being corralled in peer-groups - reprehensible? Is a school-attending, institutionally-dependent, achievement-oriented childhood the only one we can imagine?

Of course, Holt's emphatic certainties make one itch to return his volleys. Does he believe that adult literacy programmes, in the Third World and elsewhere, prove that "anyone can teach"? In Britain, as in the USA, the home education movement is, if slowly, gaining ground. The time has come to consider whether many parents (most, according to John Holt) could not do a better job than the schools. What is undeniable is that under the 1944 Act ("Parents are responsible for their children's education... either by regular attendance at school or otherwise") they have the right to try.

## Paperbacks Tiny patter

The British Way of Birth. Compiled by Catherine Boyd and Len Sellers, with an introduction by Esther Rantzen and a foreword by Gordon Baines. Pan £1.50. 330 26687 X  
A Baby in the Family. By James and Joyce Robertson. Penguin £2.95. 14 046 499 9  
Living with a Toddler. By Brenda Crowe. Unwin £2.50. 04 649015 9

What a business it is having children. You might find it hard to credit that the human race has gone on reproducing itself for a couple of million years when you look at some of the books confronting the anxious parent-to-be. *The British Way of Birth* is the book of the survey of that television programme in which Esther Rantzen, all teeth and breast-feeding, turned the searchlight of her attention on the production line which is all too often the British maternity unit in a general hospital. It would make depressing reading were it not for the occasional positive experience of sympathetic midwife or life-saving hospital, and the more frequent determination with which women are confronting situations which they find uncongenial. When 5,000 women in a national survey are not afraid to say that they object to many standard medical procedures, it should not be too much to hope that those procedures (invariably compulsory and inaccurate monitoring of the fetal heart, routine episiotomy and a degrading

wait to be stitched up) will be changed. Everything is rather rosier with *A Baby in the Family*. Babies Paul and Jean and their respective parents follow exemplary patterns of bonding and attachment, fetchingly illustrated with photographs of feeding, playing, smiling, scowling and exploring. "Parents, Trust Your Feelings" is the motto, and the Robertsons' heart is certainly in the right place. I do question, though, whether the parents whose path is so smooth will ever have need of such a book, and whether its very sanity and normality make it inaccessible to those who turn to books from more difficult situations. The ideal is not always reassuring.

Brenda Crowe is far more practical. Not for her a lyrical discussion of bonding. She covers all the emotional side of parenting very well with such quotations as this: "What you ought to be told at ante-natal clinics is 'ow yer can commit murder without being caught. It was possible my two would've had it by now - wouldn't yer?' - but yer lovely little buggers!" *Living with a Toddler* is a handy book of suggestions on what to do if your offspring has a tantrum, how to keep them amused with sawn-off washing-up liquid bottles, how to overcome battles over time and dressing (allow as much time as possible). It is a very sensible book and, with minor variations, contains the sort of advice which was probably being handed out a couple of million years ago. Relax - enjoy it!

Victoria Neumark

# Down by the riverside

The Changing River. By Anthony Burton. Gollancz £9.95. 0 575 02967 6.

The main virtue of this charming book is its sensitive expression of sights and scenes beside the rivers of Britain by a true lover of the country. But Mr Burton gives more than that, for he is aware all the time of the interplay between nature and man and of the changing role of rivers in human history. It all makes him an imaginative guide as any good teacher could wish to be.

Nor does he lapse into the natural sin of the overzealous naturalist - a sentimental whimsy. A river, as he early reminds us, is a drain. Left to its own undisturbed course it will flood the land and turn good pasture into unproductive swamp. That said, however, he recalls too, quoting a

seventeenth-century description, that rivers are "veins in the national body". Their lines and uses man can define and develop with banks and dykes or causeways and bridges creating a harmony with their setting.

Nothing is better in this short but many-sided survey than the long excursion on which Mr Burton takes us down the Bristol Avon, eastwards from the Cotswolds and then curving south and west, across the Fosse Way, through Roman garrison towns; past ancient watermills; forts that guarded the river crossings for King Arthur (or some less legendary leader) against the Danes; or parks and ornamental bridges after the affluent dignified eighteenth century had made them "picturesque".

But our journeyings become grim as we reach the nineteenth century and in the company of an outraged

Engels contemplate the nauseous pollution of the River Irk. British rivers, at times mainly a means of transport or defence, had by then become an early source of power for the industrial age, and amid his beautifully succinct succession of Viking longships in East Anglia; red-sailed barges on the Thames; Victorian picnics by the Clyde; or pleasure steamers down the Clyde, Mr Burton falters. Overcome maybe by dark satanic mills or breweries expanding from the Trent, he surprisingly describes the industrial process in some detail and in the pedestrian manner of a handy guide.

Finally, however, he remains an optimist. The ever-growing host of anglers, owners of rivercraft or holidaymakers of every sort will find his book a most agreeable, civilized companion.

A. M. Rendel

## Royal deeds and misdeeds

The Norman Kings. By James Chambers. Weidenfeld and Nicolson £7.50. 0 297 77964 8.

Battle, murder, devastation, arbitrary tyranny, widespread misery, revolting cruelty. James Chambers recounts monstrous horrors, describes twice-yearly campaigns, and portrays formidable rulers. Most of his narrative is cleverly tucked away behind a lavish display of pictures, but they complement rather than illustrate the story he tells. This is a vigorous tale of royal deeds and misdeeds, with occasional brief (and sometimes dubious) generalizations about their setting and a concluding comment on the advance that, paradoxically, this terrible Norman century represented.

On the other hand the visual side of the book concentrates on the buildings of Norman England, the tumbled massive stonework of assorted fortresses and the living, leaping arcades of Ely, Durham, Winchester and half-a-dozen other great churches. Their contemporaries are less well represented, though these lively, comical, colourful, blown-up fifteenth-century manuscript adornments have an attraction of their own.

So we have a simple story of kings and killings long ago unasily linked to the pictorial trimmings of two other, unwritten, essays. Perverse readers may well regret the absent accounts of the Norman architectural legacy and the iconography of their monarchs as much as they enjoy the tale that is told.

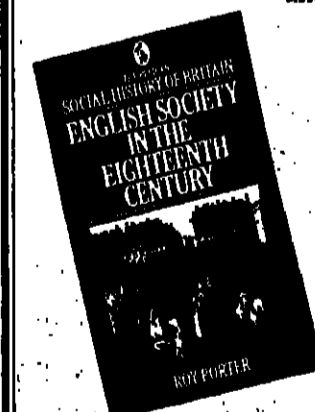
Tom Corfe

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# Every one a winner

## Gerald Haigh on the BBC's Young Musician of the Year competition

We are in danger of becoming blasé about talented young musicians these days, accepting almost too easily that players of an age where the major preoccupations are usually acne and subversive glands will perform fiendish works with artistry and sophistication.

The BBC's Young Musician of the Year Competition is one of a number of events which have collectively and effectively killed off the notion of the child prodigy, and replaced it with the altogether more worthy concept of the gifted and developing young artist.

The heats and semi-finals of this year's competition were shown on a series of weekday early evenings, and though the necessary editing of individual performances down to the merest excerpts made judgment difficult, it was soon evident that standards were every bit as high as before and that some individual performances were very remarkable indeed. Some performers made an early impression which remained even after they departed from the contest. One was Jagdish Mistry, the son of an Indian carpenter and a pupil at the Menuhin School. The total commitment of his personality made the outgoing nature of his personality made for one of the Competition's golden moments. Wendy Pictou, too, an euphonium player from Wigan and an engaging personality, made her mark on all who heard and saw her.

In the end, though, superlative and consistent musicianship brought four young people through to the "Concerto" final, filmed in the Free Trade Hall Manchester, and shown on Sunday evening. Paul Galbraith, the string section winner and an amazingly sensitive guitarist, played Rodrigo's Concerto d'Alamirez. In an earlier interview Humphrey Burton had asked him why his fingers made so little squeaking as they slid up and down the strings - clearly he believed that Paul had developed this silence as a technique. The secret though lay in nothing more than twenty hands. How much he sweated in the final I do not know, but he certainly gave of his all.

The wind finalist was Karen Jones who gave us a virtuoso rendering of Malcolm Arnold's Concerto for Flute and Strings. She was followed by Jeanette Murphy, who won the brass section and who chose for the final the First Horn Concerto of Richard Strauss. Jeanette was an interesting and endearing competitor. She has an enormous natural gift for her instrument and showed remarkable courage in choosing this ferocious work. Almost inevitably, perhaps, she split a few notes, and was upset about this afterwards, but the quality of her musicianship always shone through.

The piano finalist was Anna Markland, head girl of Chetham's, where three of the four finalists came from. She played, no less, Rachmaninov's Second Piano Concerto, and it was

intensely moving to see this great romantic and familiar piece played with such conviction by a girl of 17. By the end she, the orchestra and the audience were away in the clouds, with clips of *Brief Encounter* rolling before their eyes. Not even a newsflash about South Georgia played across the screen could shift the mood. On the last chord Brydon Thomson, conducting the BBC Northern Symphony Orchestra, turned and plonked his hands down on the piano and grinned into Anna's face. It was quite a moment.

After that, despite Humphrey Burton's words of caution about the familiarity of the work, there really was only one winner, and sure enough Anna took the prize.

The media and the public need their heroes, but it seems a pity to me that the Competition cannot test with the selection of four finalists. Everyone, including George Howald who presented the Award, said something like, "Of course, all four are really winners." Exactly, and I wish the BBC had the courage to acknowledge this.

Equally, I wish they would relieve us of the tedium of listening to speculation from members of the audience and, indeed, from experts. One someone like June Glover the task of being helpful, tactful and fairly non-committal and she will end up saying not very much at all. Less talking next year please.

# Female of the species

## Pam Schweitzer on the Women Live festival

After months of preparation the Women Live month is here. It is a packed season of women's work in the arts, coordinated by Women in Entertainment, a 1,000-strong national-wide association set up to promote women's work and employment opportunities in the arts and entertainment industries. And in case you should think that this is one of the few areas where women do not need to force their way in, take a look at the figures: over 75 per cent of women performers are unemployed, only three out of every ten performers are women, less than 5,000 out of 45,000 professional musicians are women, though more women than men are in training as musicians, 5 per cent of television writers are women, 8 per cent of television producers, and there are only two female sound recordists, and so on.

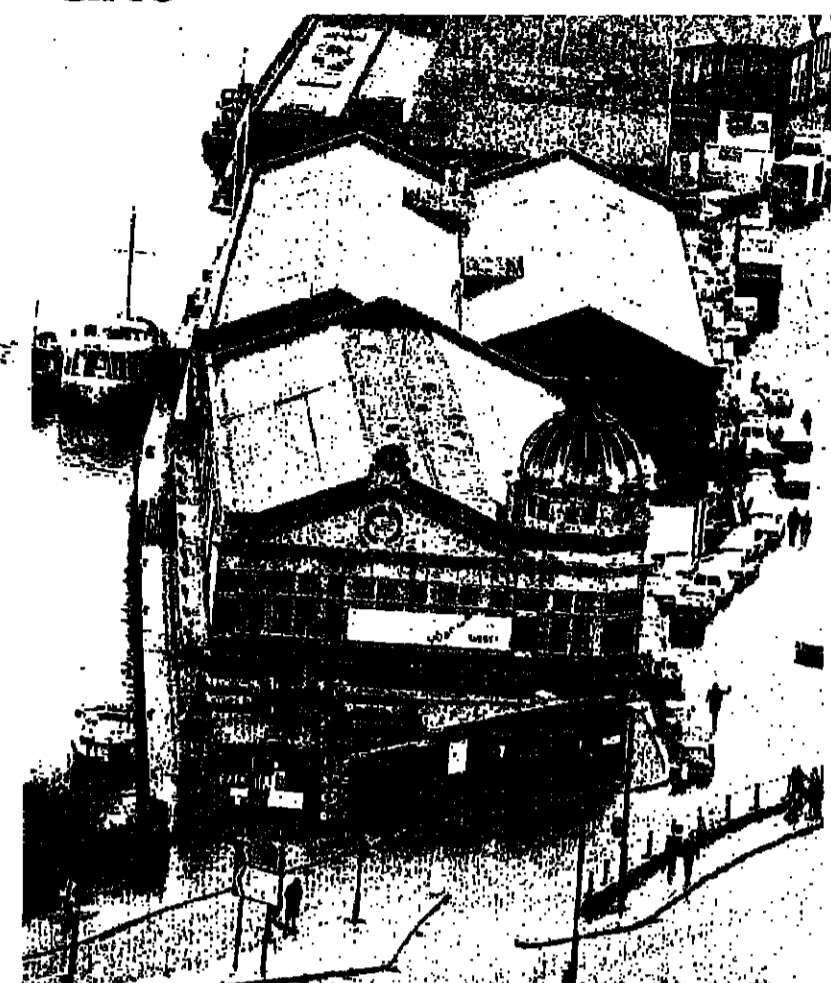
It should not have been necessary to hold a special festival of work by women in the arts, as though they were an under-represented minority, for, as 51 per cent of the population, they should be receiving at least half the job opportunities in an area which is so obviously equally appropriate to both sexes. However, the extra impetus provided by Women Live has meant that more women have secured a first foothold. Theatre managements, television and radio script readers, gallery owners, cinema and arts centres have backed the event, booking women's work.

The second edition, expected in May, will have details of a project which may be entered by groups from schools, colleges or community centres. The theme is to be the interaction of Indian and British cultures, as experienced by individuals in either of both communities, and it is to be presented in a "visual essay" of slides or a film with either a taped dialogue or written notes.

More details, suggestions and letters welcomed, from: Trevor Rawlins, Education Coordinator, (Festival Articles), The Teachers' Arts Centre, Oswin Street, London SE11.

Victoria Neumark

National Tell a Story Week begins tomorrow in hospitals and parks, homes, libraries and playgrounds as well as schools. The art of storytelling will be practised with special attention. Contact the Federation of Children's Book Groups for further information (0371 820141).



# Bristol in view

Bristol's pioneering Media and Communications Centre got off to a flying start (the first of several) this month when the Press were invited to admire the spacious outline of film and video workshops, cinemas, photographic studios and gallery, conference, exhibition and performance-areas, bars and restaurants.

In the heart of the city, just across the harbour from the Arncliffe, the layout of these handsome modernized Victorian warehouses reflects the combination of private and public funding that has converted them:

commerce on the ground floor; culture up above... Inaugural events include a four-day retrospective of Monty Python, an experimental session for rock musicians, and a week-long "Talking Shop" for women in media. Radio West broadcasts from the same building, and the Watershed Arts Trust hopes that young people, both locally and nationally, will use its advanced technological facilities to develop receptive, productive and creative skills.

Marion Glastonbury

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# Say it in English

Television is more divisive than independent schools, claimed Dr John Rae, Headmaster of Westminster School, in a talk on "English Language and English Character" at the English Speaking Union last Friday. It reinforces a disinclination to read anything precisely those children who would benefit most from reading to switch off and follow up interests through the written word, but those who do not enjoy this potential commitment are just encouraged to keep watching. Consequently, they never achieve the mastery of formal English which is vital to be able to operate successfully in a world where, despite growing competition from the visual image, communication is still firmly based on writing and print.

But television is only one danger besetting effective English teaching, said Dr Rae, coming to a familiar theme. The ideal is a balance between formality and creativity, but in the sixties an anti-authoritarian attack on both sides of the Atlantic condemned all formality as everything from elitist to fascist, and jettisoned every last comma in the interest of free expression. Though this onslaught is being repulsed, there is still a bombardment of jargon to contend with, not least in education itself, where what used to be relationships in the classroom, for instance, are now "interpersonal interac-

tions". Equally serious is the infiltration of obscenities, amongst simulators of the less literary side of Lord Byron: "When he knew not what to say, he swore."

But Dr Rae didn't reveal any methodological weaponry. Turning to his title, he identified some national characteristics - pragmatism, dislike of rhetoric, suspicion of idealism and abstract principle, and love of understatement. He celebrated the way the language reflects them in its flexibility, metaphor, and unique ability to be clear and ambiguous at the same time, but he had no easy recipe for training in its use.

Jessica Savage



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## books

# What makes an Irishman?

Nationalism in Ireland. By D. George Boyce.  
Croom Helm £14.95. 085664 7055.  
Davitt and Irish Revolution, 1846-82. By T. W. Moody.  
Clarendon Press £22.50. 0 19 822382 X.

The Red Earl: The Papers of the Fifth Earl Spencer, 1835-1910, vol 1. Edited by Peter Gordon.  
Northamptonshire Record Society £15.00. 0 901275 45 X.

The Emergence of Modern Ireland, 1600-1900. By L. M. Cullen.  
Batsford Academic and Educational £17.50. 0 7134 2747 7.

"Paradoxical, self-contradictory and guided by its own internal logic," is George Boyce's verdict on *Nationalism in Ireland*; or, "using that word in the vulgar, popular sense, 'Irish'." The Irish brand of nationalism runs into contradiction and anomaly sooner than most; to cover up, he resorts to simplification, myth and double-talk.

Dr Boyce makes a welcome attempt to untangle the complexities and deceptions. He explodes myths, comments shrewdly, ranges widely - though only within the Irish context; there is little examination of, say, Irish nationalism's external links, parallels, even roots.

What makes an Irishman? Residence? Only, apparently, if the family goes back at least four centuries. Race? "A parcel of mongrels," Shaw called the Irish. Language? But "alien" English remains obstinately the common tongue in spite of resuscitated Gaelic. The defining characteristic since Elizabethan days has been Catholicism, though the most vociferous nationalists tended to be non-Catholic; and Dr Boyce explains just how the awkward confusion of nation and church has confronted every Irish leader with formidable dilemmas.

Michael Davitt's career points a path through the complex patterns of nationalism in one of its crucial phases. Davitt was born in famine-stricken Mayo, migrated with his evicted parents to Lancashire, found employment in a Sauter mill and lost an arm to its machinery at 11, became a Fenian rebel at 19, and was convicted for arms trafficking at 24. A background and a story so typical

yet so infrequently documented deserve study for themselves. Contrast with the career of Parnell, born three months after Davitt into the Wicklow gentry and growing up in easy-going, Anglicized affluence. Davitt is at the heart of one main stream of nationalism, where Parnell gained his lofty authority precisely because he was an outsider, a nationalist almost by accident.

Davitt emerged from seven terrible years on Dartmoor enriched rather than embittered. Three packed years of talk and travel followed us, with Parnell and John Devoy, he steered Ireland closer to revolution than ever before, or since. He and Parnell played key roles in Devoy's "New Departure", linking peasant, parliamentary, republican and American nationalists in common cause. Of the three, Davitt is the most sympathetic personality. He combines simple, single-minded dedication with complex motives, courage with humanity and tolerance.

Davitt has waited long for the biography that does him justice. Professor Moody cornered the market 40 years ago, and has been in hot pursuit of Davitt ever since, step by step and day by day. He has examined every recorded moment and movement to produce a detailed record of Davitt's most significant years and of the nationalist world about him. No obscure paragraph in the most provincial of newspapers can have evaded Professor Moody's search; but, though it is sometimes difficult to share his enthusiasm for by-ways of evidence or minutiae of proceedings, he is never tedious.

Davitt's own works suggest an attractive modesty; but inevitably, they moulded history to justify his career. Earlier biographers took him at face value; Professor Moody, penetrating the veil, reveals a sincere champion of nationalism, but one less simple, self-sufficient and effective than once appeared.

Davitt was a noble-hearted revolutionary. The fifth Earl Spencer, a pillar of authority confronting the perversities of nationalism, was no less enlightened. "The Red Earl" they called him; but Spencer was far from the bloodstained feudal tyrant his nickname might imply. Rather it

was an affectionate tribute to the whisky camouflage enshrouding his diffidence. Peter Gordon has gathered letters from many recipients, as well as from Althorp. The result is a model publication, and congratulations should be doubled for his confident depiction of what even Gladstone called Spencer's "deceitful" humbleness.

Spencer served for two terms in Ireland in active rather than ceremonial victory. His moment of crisis came when, on the very day of his arrival as emissary of Gladstone's own "New Departure", he was faced with the appalling murder of his truest colleagues. His course was clear, his conduct confident. The Red Earl and escort clattering purposefully through Dublin streets demonstrated assurance and authority, just as his terse reports resounded a horrified queen and cabinet.

At times even Spencer gave way to the disgust that frequently afflicted British administrators when their best intentions encountered only negative response. After long advising abolition of his own post, he became at last an unexpected convert to Home Rule; but for that development we must await the second volume.

L. M. Cullen's field is broader, though less so than his title implies. Several themes emerge clearly from this fashionably shapeless survey of Irish social history. The eighteenth century (which once looked so significant) was, it seems, a time of wild change, with ominous demographic developments, an emergent independent gentry. Most significant of all it was the day of the potato, and the associated dietary changes are expounded in detail. These developments lie behind the '98 Rebellion and the Great Famine, the distinctive phenomenon of modern Irish history. So the century that started with apparently the division between better-off and poorer is the most fundamental in Ireland, closed as "a bitter and lasting sectarianism" came to pervade Irish life. And that the stage was set for the religious nationalism which has dominated Irish history ever since, with all its "Irish absurdities."

Tom Corle

## Eye-contact battles and body talk



Leo Dickinson has spent the last 12 years photographing adventures. His award-winning documentaries Climbing Everest, the Elger, the Matruh (above), sky-diving from a balloon over the Sahara - are now recorded in a visually stunning and exciting new book, *Filming the Impossible* (Jonathan Cape £12.50).

### Among this week's contributors:

Tom Corle is general editor of the Cambridge University Press *History First* series.  
Margaret Spencer Lectures at the Institute of Education, University of London.  
John Weightman is Professor Emeritus of French, University of London.  
David Whitehead lectures at the Institute of Education, University of London.

*Getting Started*. By S. Hawkins, K. Davies, K. Major, J. Hartley. Basil Blackwell £3.25. 0 631 93960 1.  
*Effective Classroom Control. Studies in Teaching and Learning*. By John Robertson. Hodder and Stoughton £2.95. 0 340 26085 8.

The British schoolteacher's reluctance to be taught manifests itself in dithering over objectives and methodology; "I know my own subject pretty well"; "It's all so intangible"; they say. *Getting Started*, a handbook for new teachers, contrariwise quotes Alice's Cheshire Cat to insist that goals must be clearly defined.

New teachers shouldn't pull the wool over their own eyes, but should sharpen up objectives with terms like "differentiate", "recognize", "solve". Intere, attitude and skill are all recorded in a visually stunning and exciting new book, *Filming the Impossible* (Jonathan Cape £12.50).

the running you can do, to keep in the same place".  
Teachers fighting for classroom control will recognize that kind of rice. *Effective Classroom Control* offers practical strategies to overcome pupils' reluctance to learn and presents it as more of a boring match than a sprint.

First blood goes to the teacher who can wrest "control", stamp "authority" and never "sunder" power. John Robertson treats gingerly through the democratic manager, largely dismisses it, and later denigrates "informal" dress and manner among young teachers. Teaching isn't making friends, it's all eye-contact battles and territorial advantage. Round Two demonstrates the teacher's skill in presenting material, conveying enthusiasm, and the knockout comes with advice on Aversive Treatment (previously known as punishment), including inducement of fear, guilt and embarrassment.

If it's not a fight, it's a prison. Successful checking of unwanted behaviour brings "containment" within the school. Extracts from teachers' mistakes read like Monty Python. It's a depressing business, not least in the author's acknowledgment that teachers can do little to counteract adverse home circumstances. His study is well-researched, but essentially the anti-against-us, entrenched in the mud of authoritarianism, and is lost.

Jenny Oldfield

## books

Children's literature

# Divorce, drink, death

Sometimes my mum drinks too much. By Kevin Kenny and Helen Krull 0 86256 004 7. Don't call me fat. By Barbara Phillips 0 86256 003 9. Mum, will Dad ever come back? By Paula Hogan 0 86256 002 0. Do I have to? By Stacy Quigley 0 86256 000 4. Why did Grandma die? By Trudy Madler 0 86256 001 1.  
Blackwell Raintree £2.50 each.  
Linda goes to hospital. By Barrie Wade 0 7136 2154 0  
Wayne is adopted. By Sue Wagstaff 0 7136 2141 9  
Adam and Charles Black £3.50 each.

Using shared guidelines, the authors and illustrators of the Blackwell Raintree books have explored various problems with vision and sensitivity. They have produced books which are informative and offering models for the adults who live and work with children under stress, and who are called on to give a sense of stability and continuity as well as answers.

The homes shown are comfortable, middle class, white (though black people play significant parts in the stories) and attention is focussed on the unhappy children in the foreground. The illustrations are colourful and attractive, and highlight the personal and family distress with

skill. In *Mum, will Dad ever come back?*, the early pictures show mother and children, with a painful separation dominating their lives, angry and avoiding each other's eyes. Laura runs away, and though she is unable to bring the family together again, her parents are made to re-examine the way they share the children, and there is a great deal of relief in the last pictures of a co-operative "different family". The most difficult theme to handle in this group is alcoholism: the success of the writers and illustrators in meeting this challenge is typical of the series, and the points made below are applicable to all the stories.

Its main strength is that it tackles the problem directly; the text presents her mother's drinking as starkly and brutally as Maureen feels it. The pictures show her drinking, shouting, being noticed in public, fighting her husband, drunk at a children's party and Maureen feels pain, embarrassment, confusion and disappointment. More subtly, we see that Sally is an important support for Maureen, and that their friendship goes on despite Maureen's behaviour. There are standards set for adults: Maureen's father explains to her and makes time for her, her teacher offers understanding and compassionate listening and "sometimes rings us at home." Although we see mum in

embarrassing situations, she is treated with respect; it is her decision to go into hospital for treatment. The story ends on a note of hope, and a clear message that Maureen has a right to expect happiness.

In addition to all this, the book is compelling and moving, without moralizing or contrived solutions. It gives us the sense of a real child seeing adults struggle with a real problem.

These books are about the survival and integrity of children under stress, and their need for honest stable adults who accept the seriousness of their problems. The authors describe and help to create a relationship where adults do take children and their problems seriously, and have a commitment to do more than simply recommend a book to a child in need. The books are suitable for use with a wide age range of children, and for adult training and discussion.

The books about hospital and adoption are excellent in a less dramatic way, being biographical description and explanation with clear, bright photographs of Linda, Wayne and their families. They share a clear factual approach, have suggestions for further reading and organizations to contact, and represent a rewarding and interesting look at parts of two children's lives.

John Duffy

## Play time

Pre-School Playgroups: A Handbook. By Ann Henderson and Joyce Lucas.  
Allen and Unwin £12.50. 0 04 372034 X. 14.50. 372035 B.

Like the playgroup movement it describes, *Pre-School Playgroups* is a fascinating and uneven patchwork of information and ideas, brimming with enthusiasm and steeped in concern, not just for the play needs of children, but also for the support their parents need. It opens with the plight of young families isolated by distance and changing life styles from the support of relatives. Those most needing support are neither the old nor the housebound but the mothers of young children: they need to be able to come out of the home with their children into a community where their role is valued and where their self-respect can grow.

The most exciting parts of the book are about playgroup organization. The difference between parental responsibility and other kinds of parent involvement - so much the subject of current debate - is compared to the difference between feeling at home and feeling a guest, however welcome. The guest may offer to help with the washing up but will not, expect, or be expected, to suggest tomorrow's menu even if she did not much like today's. This analogy explains many of the misunderstandings which parent involvement generates.

In the early days of playgroups the leader's concern was the children. With increasing awareness of the playgroup's role in family support the leader has become spokeswoman - a child development expert, social worker, marriage guidance counsellor as well as friend. The emphasis is now changing to a teamwork approach, which this book reflects. The leader is one of many playgroup workers, committee members and parents who between them can develop the skills necessary for success. A teamwork approach is no soft option since if "more people are involved in the decision-making, there is more risk of dissent and there is a much more complex network of relationships to be negotiated".

The book is a great help in learning to negotiate this network, with useful advice on meetings, committees, courses, welcoming new parents and keeping on good terms with the care-study is well-researched, but essentially the anti-against-us, entrenched in the mud of authoritarianism, and is lost.

Linnet McMahon



The nineteenth-century Esther Cox poltergeist case in *Explaining the Unexplained* reads like a script for a modern occult melodrama like "The Exorcist". Subtitled "Mysterios of the Paranormal", Hans J. Eysenck and Carl Sargant's book is a study of scientific experimentation into extra-sensory perception, psychokinesis and other phenomena. (Weidenfeld and Nicolson £9.95.)

## Treatment and cure

Using Child Psychiatry. By Derek Steinberg.  
Hodder and Stoughton £1.95.

The logical conclusion to Derek Steinberg's description of child psychiatric services is that those of the child psychiatrist are largely replaceable by the care of other professionals. In the second half of the book, where he begins to describe what the child psychiatrist actually does - like Alice a jar of marmalade - the closer you look, the further it is from your grasp. The essential difference between this medical doctor and anyone else in child care is that only the former can prescribe drugs. But since Steinberg states that psychoses in children are rare, and their treatment by drugs even rarer, this unique contribution seems to be very limited.

In his overall view of the child care services, the author describes their Topsy-like growth - "The service is patchy and facilities idiosyncratic in one area, duplicated in another and absent elsewhere." He shows how it is easier for many workers in the field to fall back on the medical model of sickness, treatment and cure, where responsibility is handed over to the psychiatrist while saying gratefully - "She's had to go into hospital". But, he argues, the disturbed child is rarely in need of this, as the behaviour shown may well have its origins

somewhere in the disturbing environment. Treatment seems to be rather a hit or miss affair, with adults reacting to immediate signs of distress, rather than anticipating and planning the child's management. So, the child keeps moving residence and learns despair, which eventually blows up into "quasi-psychiatric" emergencies.

Steinberg seems to be somewhat confused about the part he should play in the caring team which is described as being in a considerable state of disorder due to: "guilt, pride and insecurity among its members. While he expects others to be under his direction he believes that what disturbed children really need is a patient, caring, controlling environment, with mature adults. School education is barely mentioned and psychologists, he says, should stick to measuring - "in a standardized way".

The presentation of the material is less than clear-cut with repetitions and omissions - such as the difference between a psychologist and a psychiatrist - which a kindly editor could have smoothed out. Steinberg's modest suggestion that the reader should skip through the text quickly is perhaps his alternative to a further rewriting or to defect his reader from concluding that the privileged position of child psychiatrist is not entirely merited.

Joan Freeman

Wiley announces a new quarterly journal

# HUMAN LEARNING

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# books

## Go west, young scholar

Jessica Saraga on American history

**The American Frontier** re-visited. By Margaret Walsh. Mncmillan £2.25. 0 333 27967 0. The Mexican Revolution. The American Frontier. Both by John Guyatt. 0 245 52199 2. 0 245 52202 6. Hollywood. Henry Ford. Both by Edmund O'Connor. 0 245 52203 4. 0 245 52204 2. Harrap World History Programme. 95p each.

**Goldminers in the American West.** By Barbara Currie. Longman. Then and There 85p. 0 582 20545 X. The Origins of America's Civil War.

By Bruce Collins. Edward Arnold £4.75. 0 7131 6330 5. Henry Ford: The Motor Man. By Barbara Stoney. 0 340 25913 2. Franklin D. Roosevelt: Nothing to Fear but Fear. Hodder and Stoughton Twentieth Century People £5.95 each. 0 340 27097 7.

America's expansionist modes can be awesome. Fuelled by immigration and fired by ideas of manifest destiny, the United States colonized a continent in its first hundred years. Already in 1893 the historian Frederick Jackson Turner was

pondering the disappearance of the frontier, proclaiming its importance in creating an America which turned its back on Europe and embraced democratic individualism, and prophesying that the loss of expansionist impetus would lead to declining vitality and decay. Although his "frontier thesis" has been worried and mauled by succeeding generations, Turner crystallized an idea which, nearly a century on, is still relevant to American history.

*The American Frontier* re-visited attempts a re-assessment of the economic aspects of his thesis. The author collates quantities of other people's work, with copious references incorporated in the text, but roams this impersonal waste uneasily and fails to find a road towards answers of her own. She is overloaded with jargon, too; confessing a difficulty in making "viable generalizations" she throws an occasional "time-space matrix" or "evolutionary model" to the wolves, but remains a prisoner of her "constructs" and "socio-economic conditions".

The school series, (Harrap World History Programme and Then and There) provide much more vivid, if more elementary accounts of the advance of the frontier, drawing on contemporary evidence of pioneering motives and life on the trail. *The American Frontier* touches too on what Turner and most of his successors left out, the astonishing conviction that a land peopled already by a race of hunters and farmers was theirs by right for the taking. Turner understood the psychology of limitless land, but not even the fact of the destruction of its resources and the genocide of its inhabitants. Between 1870 and 1880 the last 15,000 buffalo were wiped out; by the end of the century all surviving Native Americans were living in reservations on government hand-outs.

It was not just the frontier which bred racial intolerance though; black slaves in the old South were accorded as little dignity as Native Americans, but unlike them had their champions in the North. In *The Origins of America's Civil War* Bruce Collins wonders why two sections of the United States with so much in common should have been driven to resolve their differences by force, and finds again the influence of the frontier. As each new territory organized and applied for admission into the Union, the numerical balance between slave states and free, and thus the balance of power in the Senate, was always in danger of tipping. Southerners felt deprived of their stake in expansion when attempts were made to ban slavery in the Western territories, and as the frontier receded faster so time ran out for compromise. This is a well-argued, if not original, account useful for A level and degree students.

Three more of Harrap's carefully illustrated and documented World History Programme take us into the twentieth century. *The Mexican Revolution* shows contrasting developments in Spanish America: Hollywood and Henry Ford suggest the continuing influence of the frontier ethos in the United States. The American cinema was developed for the purpose of individual gain, regarding people as expendable in the name of efficiency, and film as an art form: gained a "toehold" entirely against the odds. Henry Ford, an individualist of supreme energy and talent, was so opposed to his workers combining that by the end of the thirties ten per cent of his workforce consisted of informers and heavies for roughing up union men. A less critical view of him, though, can be found in the Twentieth Century People *Henry Ford*, which displays the coldness regrettably characteristic of this series; such a shame that Henry made the mistake of being anti-Semitic. *Franklin D. Roosevelt* has a similar adulatory style coupled with a "believe-it-or-not" archness. It's a pity to spoil good biographies for younger readers by not giving it to them straight.

## Out and about

**Europe and the Common Market.** Great Britain. By Roger Clare. Edward Arnold Meet the World Series. £1.95 each.

Our towns and cities. The countryside. People at work. On the move. By Frank and Bernice Roberts. Macmillan Education Looking at Britain series. £1.35 each.

*Meet the World* was presumably designed for remedial pupils in secondary schools, since there are no other obvious readers for whom these books could conceivably be intended. *Great Britain* "looks at different parts of Great Britain. It shows how the British people earn their living" while *Europe and the Common Market* "tells you something of the many different countries and peoples of Europe". "Something" is about right, for these gimmicky books fit sweeping generalizations into a bewildering melange of photographs, cartoons, diagrams, picture strips and assignments.

In paring down the written text, the author has come perilously close to platitude. Many photographs have bubbles coming out of people's mouths (on *Private Eye Lines*) with comments, such as that of a blackened miner coming off shift, with the words "Coal? In the

Common Market the Rule is a large coalfield... and England has plenty". The intention (to provide a lively text) is laudable, but the text is very confusing with its double page spreads, spattered with information, which at first glance seem to have an obvious beginning and no obvious end.

Simplicity of layout ought to go hand in hand with simplicity of concept and simplicity of text. Frank and Bernice Roberts understand this and so too do Macmillan Education. *Looking at Britain* is a geography series with an environmental studies bias, the same shape (A4), size (32 pages) and format (with the added advantage of better quality paper, full colour cover photographs and a price about two thirds of that required by Edward Arnold). The text is beautifully laid out on large clear pages and the editors have not been afraid to leave plenty of white space. The contrast with *Meet the World* couldn't be greater. An additional bonus for the busy teacher is the fact that two pages of notes at the end of each book provide keys to the text, suggesting ways to explain, additional resources to call upon and suggestions for excursions and follow-up projects. Philip Sauvain

## What price economics?

**Introductory Economics.** By H. T. Wardle. Wheaton £3.50. 08 024146 8.

This comprehensive study text aims to cover the main topics found in most O level syllabuses, and to provide an introduction to the subject for students taking the elementary and intermediate economic examinations of various professional bodies. It is particularly suitable for the latter group, since it has a self-tuition format. After each short section of text, the author gives a number of comprehension and multiple choice questions, exercises and past examination questions.

The 11 chapters run the normal gamut from types of economic system to international trade, and the treatment is solid if unremarkable. It is quite up-to-date, dealing for example with Enterprise Zones, introduced in 1980. The writer tends to expound received ideas uncritically, for instance that people's wants are infinite in number, where it would be more challenging to question such assumptions. The section on price indexes is excellent.

The incorporation of data response and other assessment material within

an O level text is still uncommon but, as is to be expected with questions that have not been widely piloted, a number of imperfections exist. While the use of "Headmaster for 'Headteacher'" is a small blemish, the notion that Soviet Russia does not have any private sector, purveyed in Question 5 on page 4, is more alarming, in that it perpetuates an inaccurate stereotypical view of the Soviet economy.

A general comment about the level of exposition is that the author makes no concessions to possible ignorance or linguistic limitations on the part of pupils. He uses expressions like "following convention" and "point of satirity", and expects pupils to understand the function of Sotheby's. The chapter on the market mechanism treats of the "laws" of supply and demand, and uses a very far-fetched example to illustrate the law of diminishing marginal utility.

Despite these reservations, I would still strongly recommend this text to professional students, and to teachers of O level economics who wish to extend their collection of comprehension questions.

David Whitehead

There is still time for young poets to enter the Annual Children's Poetry Competition sponsored by W. H. Smith. Entries should be sent to The Poetry Society, 21 Earls Court Square, London SW5 9DE (01-373 2551/7861) on August 16. The two sections (up to 11 and 12-16) will be judged by poet Kit Wright, Kay Webb, founder of the Puffin Club and Joanne Edwards, a winner of the 1981 competition.

### NEW SERIES

## The Chichester Project

An on-going research project initiated by the Group Working Party for World Religions in Education based in Chichester at the West Sussex Institute of Higher Education (Bishop Otter College), which tries to foster an open approach to the teaching of Christianity as a world religion while recognizing its importance in cultural terms. Though intended primarily for Religious Education this book will also have a use within the wider secondary curriculum.

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## Fission and facts

Phil Webb reviews a new pack on nuclear energy

**Nuclear Energy** - a resource pack for schools. Available on a sale or return basis from: United Kingdom Atomic Energy Authority, International Teaching Resource Area, PO Box 10, Wetherby. Price £15 including p&p but excluding VAT.

This is a reasonably priced resource pack produced by UKAEA to meet the demands of teachers in secondary schools. The choice of the four topics covered by this pack is based on a survey of secondary examination syllabuses carried out by Bath University. The target age range is 14-16 years although the materials may be of value for a wider audience e.g. some 6th form and polytechnic students.

The pack contains one booklet on each of the following topic areas: Energy from atoms; Ionizing radiation and its detection; Nuclear reactors; The uses of radioisotopes. (15 copies of each are supplied.)

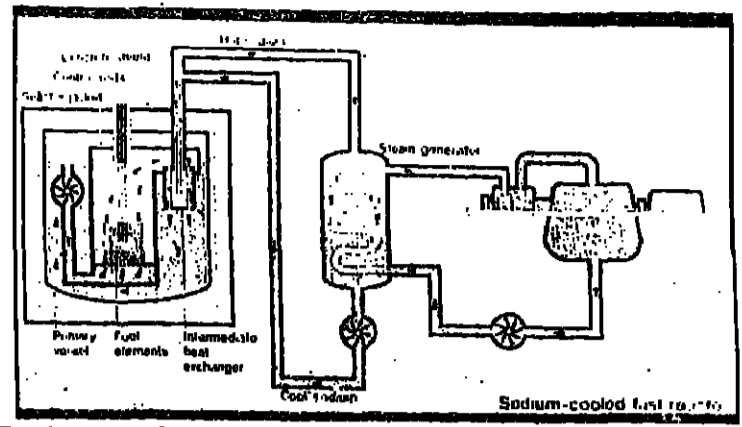
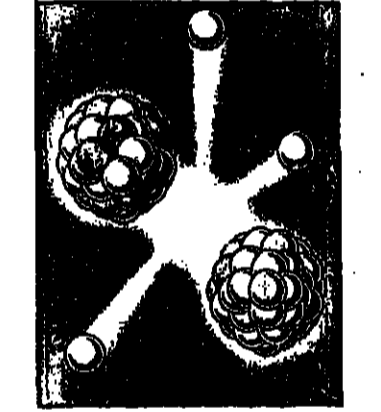
There are four filmstrips of ten frames each, one for each set of booklets; commentary notes for each filmstrip; slides and mounting kit. Wallcharts included have the following titles: Nuclear fuel cycle; Radioactivity at work and Nuclear reactors for producing electricity. Also included in the pack is a glossary of atomic terms.

The kit is supplied in a convenient cardboard storage/carrying case with plastic handle. The booklets, intended to be a class set for each topic, contain between 16 and 28 pages of A5 size, are colourful and are printed on good quality paper. Illustrations are clear, interesting and up-to-date, printing is clear and legible. Each of the four topics can be studied independently of the strips. The treatment of the subject is almost completely factual and diagrammatic. Theory is confined to the statement of Einstein's famous E=mc<sup>2</sup> equation and calculations are conspicuous by their absence. The language used in the booklets is

perhaps a little high-level for most 14-year-olds although 15, 16-year-olds upwards will have few problems, except perhaps in the part of the 'ionizing radiation and its detection' booklet. Some of the information presented here about detectors, especially the graphs, over the heads of less able pupils. This is noted in the teachers' guide but perhaps more could have been done here to simplify the treatment.

The four filmstrips supplied complement the booklets and have the same titles. They are well-produced with good quality diagrams and interesting pictures. Some of the diagrams and illustrations in the booklets are replicated in the filmstrip frames, and may be good for reinforcement. The use of blue for backgrounds predominates - the photographer's favourite colour? The last slide in the 'Uses of radioisotopes' strip is a little obviously posed. In this slide a technician is seen cutting up old bones with a hacksaw for carbon-14 dating. He is wearing disposable plastic gloves but inexpertly wielding his hacksaw close to large beakers full of liquids.

Slide mounts (somewhat flimsy) are provided with a jig to facilitate mounting the filmstrips if this is preferred. The plastic boxes containing the strips have also thoughtfully been made cube-shaped with this in mind. A set of commentary notes for use with the filmstrips is included. These



The pictures are from the filmstrips.

are quite comprehensive, and listed against a small black and white reproduction of the picture to which they refer. The print of the notes, however, could be a little larger. Also the notes are at a slightly lower level than the booklets. They are printed together on the four sides of a doubled sheet of paper precluding the use of two of the filmstrips at the same time in different classes. Cutting and photocopying would solve this problem. It would also be possible to record the commentary and produce a tape-slide presentation.

Three wallcharts are provided, entitled "Radioactivity at work", "Nuclear reactors for producing electricity" and "Nuclear fuel cycle". The first wallchart is easily the best, with many interesting colour photographs. However, many of the photographs turn up again in the slides and booklets. The second chart, "Nuclear reactors for producing electricity" also reproduces diagrams from the booklets.

The third and least interesting chart, "Nuclear fuel cycle", has diagrammatic brown and grey buildings on it linked by orange pathways on a bright blue background.

The Teachers' Guide describes the design and make-up of the pack, and comments on possible ways of using it - one possible way being resource-based learning - for which a master plan is provided.

There is a worksheet or completion sheet for each of the booklets, filmstrips and posters. These

appear almost as an afterthought; crumpled together on three A4 sheets with rather a small print size. They require cutting up, copying and mounting. Moreover the level of difficulty of the different sheets seems to vary.

Last but not least the "Glossary of atomic terms" is a real gem - virtually a small dictionary of atomic terms and acronyms and initials. In its 10th edition it was initially produced to help outsiders to the nuclear industry cross the "jargon barrier". This should prove a boon to the teacher, especially one who is teaching outside his or her specialist subject area.

One must look carefully at the objectivity of educational material produced by groups with vested interests. In this material there is barely discernible bias by omission.

There is no mention of the important historical development of nuclear energy from weapons research - the release of energy in a fission reactor is by the same chain reaction process occurring in the first nuclear weapons except that the rate of energy release is controlled.

Nuclear-powered submarines are mentioned but their nuclear warheads, an important, if highly controversial use of radioisotopes, are not. Also the Three Mile Island reactor disaster and its implications are carefully ignored.

Overall the resource pack is colourful, well-produced, up-to-date and should be well received in schools not least because it really is good value for money.

## Ways and some means

by Nick Thomas

"So You Want To...?" Longman Resources Unit, 33-35 Tanner Row, York, Yorkshire YO1 1JP. £4.75 including postage.

This set of six A-4 pamphlets is aimed at school leavers and young adults on "life skills" type courses. In simple, straightforward terms, and with the help of lively illustrations, it gives practical help with many basic problems.

The assumption is that the books will generally be used in a group study context. They consist largely of exercises and quizzes, to be brought back to the group for comparison and discussion. In some cases role-play is also used.

The most purely practical of the set is *So You Want to Get a Good Job?*, which is made up almost entirely of simple questions from entrance tests for jobs, apprenticeships and colleges. If ends with a short section on interviews - rather comically, since all the other aspects of job applications are covered in *Get Stripped* - which begins, however, with a short section on hobbies and sports.

This straightforward distribution of material - presumably to fit into a standard length - is almost the only shortcoming of these useful, friendly,

unpatronizing pamphlets. *Stand On Your Own Feet* covers budgeting, mail order buying, living away from home, and decorating your room. *Get Around* looks at different aspects of travel - everything from holiday brochures to the 24-hour clock, including coach and train timetables, running your own transport, and driving license applications. The attention to detail shows the hand of someone who really knows, and cars, about the pitfalls encountered by young adults.

The remaining pamphlets, *Get Along With People* and *Be Happy At Work*, extend into the more complex area of attitudes and relationships; although the second of the two also includes a lot of practical detail about money management, trade unions, telephone skills (another slightly misplaced item) and so on.

But its main concern is to help young people past the shock of how drastically different work feels from school. It includes a number of specimen *Problems At Work* things like attitudes to abiding and petty theft, or dealing with sexual harassment.

*Get Along With People* uses the "agony column" format to develop group discussion.

All in all, the *So You Want To* series will be very useful in schools and colleges.

## Living crafts

by Victoria Neumark

**Crafts from Bengal** Commonwealth Institute until 9 May Admission free

Kamarunessa is seventeen. London is the very first place she has spent any time away from her native village in West Bengal. Hemendra Chandra Sen is the star singer in Bengal. Ravi Shankar uses his instruments. Figu Lamba is a Tibetan refugee who is proficient in wood and stone carving and repoussé metalwork. They, along with five other artisans from the rural areas of West Bengal, can be seen in a fascinating display of their craftsmanship in the Gallery of the Commonwealth Institute.

The artisans are around an exciting bazaar of their wares. Staff are always there to explain the details of each craft. An insight into the rich and varied culture of the peasantry of India as well as into the intriguing details of techniques can quickly be gained by individuals or school parties.

Did you know that every married Bengali woman wears bangles made from conch shells? Here is the conch-shell carver, with a few simple implements turning out exquisitely carved rattles on shells. Evidently every married couple needs a status of Lakshmi, goddess of prosperity, and a set of bowls - here is the bronze-smith who casts those objects with a native variant of the lost wax process.

At festivals and marriages idols of the goddess Durga are lavishly decorated with glittering cloth and ornaments and headdresses elaborately

carved from the pith of reeds - here is the carver at work.

A potter and a printer of textiles who uses woodblocks with astonishing speed and delicacy also demonstrate their skill; there is an exhibition of paintings and sculptures; and Bengali snacks are available. It is hoped that this show will awaken the British public to the living traditions of crafts in Bengal - and provide a market for inexpensive and delightful artifacts. Profits will go to the families of distressed craftsmen.



Detail from a scroll painting.

## resources

### Global tensions

Someone has had the ingenuity to rub the corners off Rubik's Cube so as to make a sphere with the internal structure of a Cube, and then to do the same with a geographer's globe. It is called the *Magic Globe* and could be a fun way for a child to learn some aspects of geography that are usually very difficult to grasp.

Two cuts have been made through a political globe along the 12 N and 12 S parallels of latitude so as to give a thin equatorial slice between two very thick polar ones. The second pair of cuts encloses a narrow vertical slice containing the North and South Poles together with the Meridian of Greenwich and the International Date Line (0 and 180 longitude). The third pair of cuts is at right angles to the second and slices through America and Russia.

Rounding the Cube has turned its eight corner pieces into triangles reducing their 24 faces to eight, and has turned the Cube's 12-edge pieces into oblongs, reducing their 24 faces to 12; its six square centre pieces are unchanged. Because the central slice is thin, the triangles are large and the squares small. This appears to be no handicap when manipulating the *Magic Globe*, but with a diameter of 95mm (3 7/8 in) it is rather large for small hands. It is advisable not to change too much too early, as restoring a disturbed *Magic Globe* can be trickier than a Cube!

The undoubted value to the child's cognitive development of playing with the Cube (see Francis Kellaway's "More than a toy", *The Times Educational Supplement*, 14.8.81, page 25) is enhanced in the *Magic Globe* by its geographical content. The Globe is coloured country by country, and some towns, routes, rivers and ranges are shown, the last rather poorly. Ocean depth is also coloured. There are no names, but in this particular context that is an advantage as the true shapes, relative sizes and orientations of countries and continents are not obscured, and it is the better comprehension of these that is to geographical justification of the *Magic Globe*.

Overall the resource pack is colourful, well-produced, up-to-date and should be well received in schools not least because it really is good value for money.

Herbert A Sandford  
Distributed by Bob Gift Shop, 20 St Anns Road, Harrow, Middlesex. Tel. 01-861 1899. £4.95.

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## Holt Psychology 1982

**The Theory and Practice of Counselling Psychology** by Richard Nelson-Jones (University of Aston in Birmingham)

In this, the first comprehensive book on counselling psychology that is non-American, leading British counselling psychologist Dr Nelson-Jones - founder member of the British Association for Counselling and Chairman of the British Psychological Society's Working Party on Counselling - focuses on the needs of the practising counsellor. Providing a thorough introduction to the theoretical concepts that underlie counselling psychology, he proceeds to a discussion of the fundamental counselling relationships and practical ways of developing the counsellor's professional knowledge and skill. He covers a range of approaches to the counselling of clients with relationship, educational and learning, career and occupational choice problems, including essay questions, topics for discussion and practical exercises such as interview techniques and group counselling practice. This book is very well-referenced and includes a survey of the counselling services in Britain, the USA and Australia - a genuinely comprehensive reference element that increases the value of this book not only for the professional counsellor but also as a teaching aid. £7.50 Paperback 544pp 0 03 910350 1 Monthly 1982

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resources media

"If the child seems confused . . ."

by Mary Jane Drummond

Infant Screening - A Handbook For Teachers

I can't speak for the rest of the county, but in Humberside there are, apparently, just three kinds of infants: normal, at risk, and those with moderate to severe difficulties.

No time

So, what's wrong with that? Almost everything, just for a start, it would be impossible for a teacher in a full reception or five-six year old class: there simply wouldn't be time to administer the tests.

The first check-list is to be used during the child's first half term in school. Answer yes or no to 28 questions along these lines: does the child have any difficulty with dressing, or undressing, or sharing toys, or printing his name?

Checklist Two is shorter but more alarming. When the child is between 5;10 and 6;3, the teacher rates him on a three point scale for a number of attributes, ranging from spelling ability to 'appearance (clean, dirty etc)'. I was amazed by the egalitarian nature of this test: all items have the same rating.

A 21-item word-recognition test is followed by a 28-item word-discrimination test. And there are still 46 items to come, all relating to the most mechanical aspects of reading.

Illustrations of underwater life

by John A. Barker

The illustrations in Marine Life of the Sea are of a high standard. The collection of 40, 35mm colour slides of fish, with notes, Slides 22, Double frame film (16).

Most of these superb photographs were taken by Jim Greenfield in and around St. Abbs Head, Berwickshire. The collection vividly illustrates the enormous range of marine animal life.

Treating symptoms

Liz Heron on "Your Mind in Their Hands"

Your Mind in Their Hands BBC1 Late night

Wearing a nice 'we know best' consulting room manner, Dr Alan Mayron Davies wants reassurance into our living rooms. For out there the thought of mental illness fills us with horror - Bedlam, Rampton, or maybe Ken Louch and 'Family Life'.

Although I profoundly disagree with this view of reading, I can (just) appreciate the idea of a handbook for a remedial phonic programme. But I simply cannot swallow the word lists given here for assessing phonic skills.

If so, is it a good idea to use "ruse", "mope" and "oke" as test items for 6-year-olds? The list that helps us to assess knowledge of "letter sounds" is, amazingly, the alphabet, printed in full! And then, worse than the tests, are the activities suggested to help children acquire the necessary phonic skills.

Other remediation programmes, forming the bulk of the book, cover specific difficulties in the areas of visual and auditory reception and association, and verbal and motor expression. These programmes seem to be to fly in the face of the principles on which infant and nursery teachers work.

Talking shop

by Owen Surridge

FILM/VIDEO Times are Changing 16mm colour 20 minutes Central Film Library Hire fee £9.50p

Theory is hard enough to get across in the classroom. That it is even more difficult on film is demonstrated all too clearly in Times are Changing, which is intended to explain to young people, parents and employer the function of the new Business Education Council's course.

There is one tiny piece of light-relief in this disastrous book. It consists in trying to decide if all the directions to teachers are to be taken seriously; surely some of them must be tongue-in-cheek? What do you make of this: "the purpose of this activity is to get the child used to having his chosen activity interrupted by an adult". So that's what we do in infant schools! Even more amazing is the advice: "If the child seems confused, it may help to blindfold him."

Added dimension

The Victorians applied themselves anxiously to the problem of creating three-dimensional pictures, and early in the history of the film industry movie-makers toyed with the idea of three-dimensional films, but whereas in industry 3D techniques are widely used in underwater photography for inspecting oil rig drilling platforms, in map-making and there are also military applications, 3D has never been taken seriously.

Now, however, the independent television company, TVS, is playing with the idea of adding a new dimension to television. On May 4 viewers in the TVS region will be able to watch some 3D transmissions, provided they have a colour television and have obtained with their TV Times the special red and green glasses necessary to get the full effect. The transmission will be shown as part of TVS's Science programme,

Briefings

Radio and tv For schools

Believe it or Not (Tuesday, 9.35 (TV) Three programmes on Christian communities. "Roman Catholic and Baptist" is a comparison of the beliefs and way of life of two very different sects.

Study Skills (Tuesday, 10.00 (VHF) This series to encourage 14- to 16-year-olds to develop the right attitude towards studying.

Dance Workshop (Tuesday, 11.20 (VHF) Resource programmes for teachers of dance, drama and physical education to record and use over number of weeks. This week "Work Dances" beginning with the sailor's hompse is presented by Lesley Judd for 11- to 13-year-olds.

A cassette of some of the special music is available from Max Britain, 7, Denny Cres., London; SE11 4UY, price £3.95.

Seeing and Doing (Tuesday, 11.20 Thursday, 10.05 (TV) The first of two new programmes on natural history. Six- and seven-year-olds find out about the past trees play in the life cycle of pines.

Junior Craft, Design and Technology (Tuesday, 14.15 (BBC1) Programme 2 allowed no more than a crude and unenlightening glimpse of the various techniques and methods patients might encounter after GP referral: therapeutic counselling, drugs, alcohol dependency treatment, bio feedback.

In all this patronising muddle of a series it's impossible to turn a deaf ear to the disturbing and moving voices of those whose pain and distress is ostensible subject. But the truths they speak about their lives are deftly obliterated by the hand of the editor and the glibly reassuring tones of doctor voice-over. These programmes give the impression that no one really listens, or cares to understand.

"Student Life" aims to give students an insight into different aspects of further education. Noticeboard (Thursday, 9.05 (VHF) Colin Smith will be talking about 'Let's Join In', a series for 5-7-year-olds featuring a variety of folktales in dramatized form. Out of the Past (Thursday, 9.45 (BBC1)

"Bottle it up" is the first of three programmes on industrial archaeology. An old drinks factory is to be demolished and its contents housed in a museum. Nine- to eleven-year-olds see how bottles and fizzy drinks were made and learn how to begin a bottle collection.

LifeTime (Thursday, 14.20 (VHF) Six documentaries for 15-year-olds and above using interviews to make them more sensitive to others' problems. In "Getting Married Young" three people who married in their teens reflect. Miniretchers (Friday, 10.40, 12.05 (BBC1) Presents a mathematical problem a fortnight for 10 to 11-year-olds, with solutions the following Monday.

Continuing education

Twentieth Century Authors (Sunday, 16.00 (VHF) Three programmes on the work of modern Italian writers. Svidaniye v Moskve (Sunday, 16.30 (VHF)

essentially all about, without the use of glasses and in colour our television sets would have to be elaborately transformed and the technology to do this is still, if not in its infancy, hardly mature.

One day perhaps the third dimension will come to be as necessary as colour to the average television viewer. In the meantime I fear that the uses will be gimmicky and perhaps of winning series. And none-too-successful.

Finally, a point about the programme. Must the presenters of the Real World adopt such a tritannous complacency and unceremonious Showdown as they are on the side of the viewer and not always the scientist or the manufacturer?

Carolyn O'Grady

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Classified Advertisement and Semi-display Rates: Single Column £1.50 per line (min. 3 lines). Classified Display £8.50 per s.c.c. (min. 9.5 cm x 2 £161.00). Box number facility £9.00. Copy deadline (space permitting) Monday preceding Friday of publication.

Appointments vacant

Table listing appointments vacant in various fields like Secondary Education, Nursery Education, Primary Education, etc.

Table listing appointments in Secondary Education, including Headships, Deputy Headships, etc.

Table listing appointments in Heads of Department, Special Education, etc.

Table listing appointments in Speech and Drama, Technical Studies, etc.

Table listing appointments in Colleges of Education with Teacher Training, Adult Education, etc.

Table listing appointments in Miscellaneous, Outdoor Education, English as a Foreign Language, etc.

Table listing appointments in Appointments wanted, Educational Courses, Assessment Centres, etc.

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Nursery Education Headships LINCOLNSHIRE. CUMBRIA COUNTY COUNCIL JUNIOR SCHOOL. KENT County Council Education Department.

NORFOLK HEADS required for January 1983 for ATTLEBOROUGH County First School (Group 5) WEST BRADENHAM Voluntary Controlled Primary School (Group 1).

Ealing London Borough SELBORNE FIRST SCHOOL Head. Required for September 1982. GROUP 3 plus £750 London Allowance.

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CARSHALTON HIGH SCHOOL FOR GIRLS. West Street, Carshalton SM5 2QX. Telephone: 647 8294. Headteacher: Mrs M P Charles BSc.

Head of Remedial, Scale 3. Applications should be sent to the Headmaster...

Required for 1st September, 1982. An enthusiastic, experienced teacher with good qualifications in remedial teaching...

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Application forms and additional information are available from the school and completed forms should be returned to the Headmaster...

Closed date for applications: 11th May, 1982. Interviews will be held on 24th/25th May, 1982.

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# extra To Kill a Mocking Bird

Why are they studying it for O level? asks George Hughes

The choice of books for study in the English literature curriculum at our secondary schools has begun to look increasingly eccentric over the years. A work like Harper Lee's *To Kill a Mockingbird* finds its way onto the list of OCE texts, then turns up year after year. The novel, in textbook form, is printed over and over again. One can see why it was popular when the film first came out, and when Gregory Peck won an Oscar for his performance; but is there really any reason for asking school children to look at the novel in depth? Has it literary or other merits to justify such attention? The reading habits of the British public are such that the books studied for O level may well be the only serious works of imaginative literature ever attempted by a great many people. Can the Oxford GCE Board, for example, really justify its inclusion of *To Kill a Mockingbird* this year?

*To Kill a Mockingbird* was first published in 1960, and it is suffused with that belief in the value of naive goodwill which was so fashionable at the time. In some respects, however,

it embodies attitudes which are a good deal more old-fashioned and highly suspect. It is a story set in a small town in Alabama in the mid 1930s and is told mainly through the eyes of a young girl, Scout Finch. That is, Scout provides us with the "point of view", but it is actually narrated in a distinctively adult voice - thus allowing a good deal of nostalgia and cuteness.

There are model T Fords and ice creams for a dime; and there are literary descriptions quite beyond the reach of a nine-year-old, with snatches of local history told in the folksy style, references to figures like Dr Johnson and his cat Hodge (which are apparently recorded by the child but not understood) and coy mentions of sexual matters in knowing terms.

The main focus of the novel, however, is the story of the trial of a black farm worker, Tom Robinson, for the rape of a white woman. The Finch children's father, Atticus, is chosen to defend Robinson and the children watch the trial at the local courthouse.

This part of the novel must surely account for much of its popularity in schools. It is seen as soundly opposed to racialism and therefore good reading for young adolescents in a multi-racial society. One can only applaud the motives of those who wish to encourage children in the development of non-racialist attitudes; but a closer examination of the novel reveals that it is extraordinarily confused on the subject of the racial issue.

At the trial it emerges that Tom Robinson had been enticed into a poor white's house, where Mayella Ewell had attempted to seduce him. Atticus Finch points out in his defence speech that there is no medical evidence of rape, and there are strong indications that the assault on the girl could not have been made by Robinson. None the less the jury find Robinson guilty: they will not take a black man's word against a white man's accusation.

So far this is no doubt applicable to conditions in some places in the south - and it is an accurate indictment of racialism when the jurors are shown to be unable to judge the facts of the case because they see only the racial stereotypes in front of them. But the clarity of this point is not matched in the rest of the novel at all. The question which has been raised of equality before the law, is fudged by an ending in which equality is shown not to be desirable when it is against the interests of the white community. And Harper Lee's attitude to the blacks in the novel is far from a genuine sense of equality.

The point of the novel's title emerges when the Finch children are told by their father that it is an unforgivable sin to kill a mockingbird because: "Mockingbirds do no one thing but make music for us to enjoy." We are meant to gather as the novel goes along that in adult society there are also "mockingbirds" - innocent victims who may be killed by others.

It is true of course that Tom Robinson is a victim; but it is difficult, to say the least, to see why he should be compared to a mockingbird. He is a working man with a family. He doesn't just sing all day. But then it is noticeable throughout the novel that blacks are not taken seriously in so far as they contribute to society. They do not occupy positions of responsibility (there are no black doctors, teachers, lawyers or businessmen); they are preachers,

farm workers and, above all, domestic servants.

The ideal black is Calpurnia, the Finch's cook, who knows her place and never steps out of it. Perhaps this reflects the South in the 1930s to some extent. But even among the servant classes there must have been some with more positive aspirations. Why are we not shown them? Where are the blacks with a frustrated sense of equality in this novel? One cannot avoid the conclusion that this is not Alabama 1935, it is the idealized nineteenth-century world of Uncle Tom's Cabin. And a good black man to Harper Lee is an Uncle Tom.

Another major flaw in the treatment of the racial issue is that it is seen as a matter of white heroism. Atticus Finch does his best for the blacks and is their hero. As he leaves the court all the blacks stand up in his honour, and the black preacher says to Scout Finch: "Miss Jean Louise, stand up. Your father's passing".

Scout and her brother Jem are also heroic; they don't understand racial prejudice and are treated as little master and mistress by the subservient blacks. A black woman who objects to their presence at the black church is given short shrift by the loyal servant Calpurnia. At the trial they sit in the "Coloured balcony", given front seats by the kindly black preacher. They inhabit a white dreamland of supremacy and harmony.

The general sense of the novel is one of political naivete: nothing constructive can be done to help the blacks through law or political action. The only action which is shown to be effective is on the level of personal gestures done by whites. Thus, a lynch mob is stopped by our heroine, Scout Finch, with a few cute questions to her friend Mr Cunningham - who happens to be taking part in it. It is Deep South Angela Brazil. No doubt some fictional devices can be employed on the level at which Angela Brazil is enjoyed; but this novel is being offered for serious study to 15 and 16-year-olds.

If the racial attitudes in the book can hardly stand up to close examination, what of the psychological development of the main characters? Are there redeeming features here?

The heroine, Scout, has lost her mother at an early age. We learn that she is a tomboy and is gradually growing into adolescence. But the novel certainly does not deal with the problem of adolescence that are likely to bother 16-year-olds who read it in England.

Harper Lee's way with sex, for example, is coy and knowing - designed to look cute to adults. Dill,

the young friend who comes for the summer, says he is "going to marry Scout, and even sleeps one night in her bed. But there is no suggestion of the sexual implications that might arise, only childish charm.

The children, who attend the rape trial and apparently understand the key details, have absurd ideas about the facts of life:

"Scout, let's get us a baby."  
"Where?"  
"There was a man Dill had heard of who had a boat that he rowed across to a foggy island where all these babies were; you could order one - 'That's a lie. Auntie said God drops 'em down the chimney. At least that's what I think she said."

Scout Finch is shown growing up into a woman - which means wearing dresses and enjoying the role of women as decorative social creatures. When someone suggests that Scout might enter a profession, she adamantly refuses.

Scout suffers a good deal of abuse from her brother because she is "like a girl". Such abuse may have been commonplace in the 1930s, but it is surely important that it should be placed for readers and not endorsed as Southern charm. Harper Lee's sentimental fuzziness seems to reinforce prejudice about girls/boys roles and gives the impression that developing sexist attitudes is simply part of growing up. When so much of the classic tradition in the novel has been concerned to show exactly the opposite - that women do not just want to be appendages to men, it is disappointing to say the least that this text should be offered to adolescents as worthwhile.

What place has this work in the great critical and cultural controversies of our time? The answer is simple: none, of any significance. It seemed to make the right noises to the liberal conscience in the 1960s but it no longer does. Its chief recommendation is its connexion with the film. As a novel it is ill-written, confusing and confused.

One final thing deserves to be said: children often enjoy a first reading of the novel. They find it easier than Jane Austen or George Eliot or Charlotte Bronte. Such thoughts, perhaps, lie behind the liberal conscience in the 1960s but it no longer does. Its chief recommendation is its connexion with the film. As a novel it is ill-written, confusing and confused.

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And do our lessons look as though they will affect these differences? The public certification that we give - or do not give - at 16 is, according to this hypothesis, mainly a result of chance. Some people's lifestyles are approved, others are not so lucky.

Look at it another way. Language is a function of social role. We are the language of our social role as teachers and erect it as a standard. Then we find that a large percentage of the population does not use language in this way. How odd! But never mind, we say, perhaps we're not trying hard enough. Keep at it, that's the thing.

So we go on, knocking away at a door that is never more than partly open, without ever in. There are other ways in.

We urgently need to construct and try out alternative strategies - and keep trying. One alternative we did keep was "language across the curriculum" - but it died, and we didn't follow it up. There are all sorts of options available, and though it is probably not possible to overstate the difficulty of the task, we have a duty to try them. What we certainly don't need is a bit of tinkering about with 16-plus assessment, especially when it results merely in confirmation of the status quo.

Martin Corrick teaches English in an open-access sixth-form college in Southampton.

# Looking at language: six starters for a syllabus

By Bill Deller

What should a speaker of English know about the language he or she speaks? One answer, of course, is nothing at all. Knowing about riding a bicycle is certainly not the same as riding one and it probably does not help you much to avoid falling off. Indeed, one of the fallacies of the old grammar grind was the notion that learning lots of alleged facts about language would somehow make you better at speaking (or more particularly writing) it.

Is that then all there is to say on the subject? Certainly it's much more sensible for us to concentrate on providing the conditions for successful language use and to be aware of the crucial connexion between language and learning, than it is for us to dust off the old grammar books, make a few cosmetic changes of vocabulary and carry on as if Bullock and Co had never happened.

The difficulty with ignoring language studies completely is that many pressure groups are not. Publishers are scenting profit in old-fashioned grammar books. The back-to-basics brigade has forced many committed teachers of English onto the defensive and seems to be legitimizing the old dubious approaches to English. The 16-plus compromise will probably end up with the mixture much as before and the English element of the new 17-plus vocational courses look like being fairly bleakly utilitarian.

Much more important than all this, though, is the fact that many people leave school damaged by the sort of folk wisdom about language that schools churn out in lieu of an open and rational approach to the subject. Many pupils are left with the idea

that they have somehow failed with language because they did not perform well in the stultifying narrow range of language activities most schools give prestige to. They get the idea they can not "do English" however fluent and effective users of the language they may be.

This is all very well - and many teachers would agree so far - but what, in classroom terms does an "open and rational approach" to language involve? What should we teach about language and what principles should we bear in mind? (Remember I'm not primarily talking about using language, but knowing about it. The former is too wide an issue for an article like this. All I can do is suggest six principles as a basis for a language studies course.)

First, we should recognize the importance, complexity, interest and legitimacy of the language, particularly the spoken language, which the child brings to the classroom. This means bringing such language into the content of our lessons. How we speak might be the first topic a first year secondary school class would tackle.

Groups could consider such areas as: slang - how it arises, when and why it is used; accent and dialect - the wealth of the varieties of spoken English and the way society values or disapproves of particular ones; register - the subtle ways we alter, or choose not to alter, the way we speak, according to our audience and purpose; jargon - the way occupational and other groups develop sub-languages of their own to express things peculiar to them, or to exclude other groups; standard English - the particular features and indi-

importance of this variety. (I think teachers should tackle head-on the notion of correctness in speech and writing, where and why it is valid and how it can be abused.)

Other topics which might be considered are speaking and thinking, where the teacher would wish to encourage the idea that speaking together can clarify thought (and also, of course, that it can be a substitute for it); and, most important for the teacher of English, speaking and feeling, an exploration of how words can embody our personal insights and make them clear to us.

A second principle of language study is the importance of seeing verbal language in the context of a whole range of communications systems, gestures, facial expressions, possessions, styles of dress, body language, by which we present ourselves to the world. In their excellent book, *Language and Communication - One*, which provides a good starting point for language studies, Ian Foxsyth and Kathleen Wood call this area "More Than Words". The links with drama are obvious and the aim is to lighten social awareness and its role in communication.

Any language course should do justice to the history of English and this is the third principle. By history, I don't mean dry etymological study, but an attempt to give insight into the ways that human experience has shaped and changed our language, made it flexible and rich in some areas, clumsy and opaque in others, so that the English language is seen not as a fixed, immutable, closed system, but as a living body of expression, responding over generations to changing social and indi-



"The Way Things Happen" is a collection by Arnold and Wanda Thompson of eighteen outstanding, mostly modern stories each short enough to be read and discussed in a single lesson. The illustrations are by Gerry Manson (Edward Arnold £1.60, 0 7131 05577).

vidual pressures. The way words change their meaning and the influence of other languages on English, are possible topics for class consideration. "Where does it come from?" might be a suitable title.)

Linked with this historical perspective is the equally vital question of "Where is it going to?" This is a much more tricky area. Teachers who may be able to explain dispassionately the reasons why we say beef steak but ox tail are sometimes less than rational about contemporary changes in the language. Many teachers of English teach the use of the apostrophe as if it were a sacred cornerstone of the purity of the language rather than a presently accepted but soon to pass and rather inefficient printers' convention.

On more important issues of con-

temporary usage, we must get away from a simple Canute-like rejection of the rising tide of Americanisms, "sloppiness", bureaucratic obfuscation and general "corruption" to a cooler examination of how the language is changing and the pressures which are bringing this change about. This is not to say that we need to be opinionless about contemporary usage - not for us the linguists' neutrality. What we must get across to pupils is the fact that the language is changing all the time in all sorts of interesting ways, that changes for reasons which are open to examination, that it is human interests and institutions which are the agents of change and, most importantly, that we are all active participants in the process rather than passive receivers.

continued overleaf

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### Between the lines

continued

of special significance, full of pitfalls, demanding of a schizophrenic duality of vision in which content competes with style. I often wish that I could find ways of helping students to write as they speak; then, perhaps, writing might become as easy as talking, and they might benefit more obviously from its practice... But speech is continuously modifying itself, pausing, using the wrong words, changing its mind - and those are the very things that we penalize in school writing.

There are lots of worms in the Joint Council's apple. One more, must certainly be mentioned. Oral work is, on the face of it, an essential item in any English course, and its inclusion will be welcomed by many. The difficulties appear, firstly, when you try to measure the effect that oral work has on the habitual language of a pupil. Secondly, can performance in speech be disentangled from context, character, and social status? In my view it cannot; hence the assessment of oral competence amounts to a judgment about the whole person. As teachers, we should surely have nothing to do with such gross categorization of people - particularly when, as with writing, we are unable accurately to describe our criteria.

Well, I was intending to work my way through these 16-plus proposals, pointing out interesting features along the way. But I find myself rather too angry to complete the task. The proposals are simply pap, reconstituting most of the problems of the old system of assessment. Perhaps most infuriating of all, it is a document created by those responsible for judging language, yet is itself a crime committed upon language. I don't have the space to prove it conclusively here, but take a close look yourself. Take any sentence and ask yourself exactly what it means. Have a look at the attitudes it expresses, its emphasis on assessment above all, its lack of reference to the needs of pupils.

Suppose we were to assume that everyone has the same innate language ability. Then we would get a very different picture... Different forms of language exist, yes, but they are the product of differences in needs, purposes, motivation, experience, expectations. We are surrounded by evidence that this hypothesis is more likely than large variations of innate ability. My own eight-year-old daughter - typical child of an English teacher - reads perhaps five books every week - 250 books per annum covering a huge range of content, style, and function. Some of my 16-year-old students have not read five complete books in their lifetimes. Are we seriously proposing that such dramatic differences in linguistic experience will not produce substantial differences in the sort of language they habitually use?

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# Communicating values

Most children can enjoy and understand art forms if they use them themselves, writes C. W. Dix

"That's a nice poem sir" - (Nisi = quality, mainly good, beneficial, enjoyable. S.E. original slang).

The hoary old debate among English teachers about literature as pure art or social propaganda, appears to have been revived of late (TES letters, structuralism at Cambridge, 16-plus criteria etc). One of the cores of the problem is that way in which you communicate the value of literary art to children, and whether the writer is giving a social message.

It would be invidious for English teachers to assume that art is so "pure" that it is isolated from the time and place in which it was created - all art has a social content since it is about people, nature and the world, though of course not all art is propaganda.

But do you bother to explain all that to your average-ability/mixed-ability second year group? Many A level students would find such matter difficult to grasp - a reflection perhaps on the hidebound syllabuses/teaching methods that are reflected in most academic English studies.

Let us look at the problem of communicating "great" literary standards to the average child and his parents. I use here a few examples drawn from my own recent teaching programme.

This class is an average and slightly above average ability third year. We are looking at *The Lady of Shalott* by Tennyson. It's not part of a "Theme": we are studying it for its own sake.

Lesson 1

- I read the poem aloud with the class following (very important first reading).
- We go through it verse by verse and discuss (never easy) ideas, words, phrases, giving as many as possible a chance to speak.
- I ask them what they think the poem is about. Slowly we draw out themes and symbols - written on the board.
- I make sure everyone understands what has been written.

Lesson 2

- We read the whole poem again, talk and discuss King Arthur, knights, Medieval times, clothes, rural England - investigate the images, eg the isolated tower.
- I then explain that the class will be divided up by me into groups, and each one will "produce" something about the poem.
- We all discuss what we could do with the poem, and I emphasize the setting.
- We discuss what each item in the poem represents - Tower, Tapestry, Luncheon etc. (The tapestry especially interests them.)
- I divide them into groups, issue folders, paper, materials. They spend much time in the group discussing what they are going to do.
- The results are interesting. After about six lessons' work, each group produces a folder. It's a noisy business, and there are many demands for dictionaries, my opinion and advice.
- Two groups do "Newsflashes" which they read out to the class. "Newscaster: I have just been handed the report on the death of Lady Shalott. It came as a great shock to us all... and now for more information we go over to our reporter at her home."
- And another: "This is a terrible tragedy. Nancy Casper's family are mourning, and it is too early for an accident to ask her family to speak. As you know, Nancy had this terrible disease - she was allergic to this century - the Lady in the poem."
- "The Maiden of Shalott", produced by another group is a rather full narrative of the poem, surprising since the group contains some bright boys. They got bogged down in the details. In her dull dark room with four colourless walls surrounding her...
- "The Girl of Queen's Court" fares little better, though it does try to translate the "Shalott" imagery into more modern terms, something they spent a lot of time arguing about: "grey rooftops, chimneys standing bare. In the streets boys and girls play. boy and girl. Walk hand in hand. Man and wife to be. Over in the distance a factory is in sight. Men are going to work, many crowds of them walk by."
- Yet another group update the poem even further, "Robotic Love", though an excellent idea, never really works credibly: "The warehouse looms towards the sky. And all around dark alleys lie. Broken windows can be found. In the warehouses of London. Town."
- "The man who sits, guards the room. Where a robot woman waits. For her fantasy lover to pass her by. Until her death is nigh."
- But there are two outstanding efforts from groups of boys. "The Dame of Lyons" concentrates on storyline and repetitive phrases to give it rhythm: "Hustling, bustling the beehive of Lyons. Surrounds her solitary confined flat. She sees a couple, hand in hand. As she watches with envy on her TV screen."
- "The sun is setting slowly over Lyons. The light floods across the busy city. The city night-life is reborn again. These are the scenes she sees on her TV screen. After struggling with the setting, they too flounder into vagueness at the end: "Suddenly she falls into the road. And dies an instant death."
- But the final group do get it all together reasonably well. "Mary Shalott's Freeway Flat mixes the twentieth century with Medieval Myth extraordinarily well - they re-tell Camelot and handle the verse-form like professionals - though it has been a rather mixed group. They open incisively: "On either side of the flat lies 'The M1 and the M5. As the traffic flows by. It seems to flow into the sky. But it leads right into Camelot." For the tapestry they substitute a more modern reflection of life: "And coming through the radio clear. That stands before her all the year. The troubles of the world she hears. On the road the traffic whirls. Off to sunny Camelot." Luncheon becomes a famous pop-star, and she makes her way down the motorway after him we have a rhythmic if rather short ending: "Down the motorway she stumbled. Tottering along until she crumpled. As she reached the City's limits. Down she fell on to the ground. Without a single sound. I ask another teacher in the department to judge and comment to the group on their work. Then I take a risk and talk about isolation, physical attraction, the mirror symbol - Adam Ant smashes one in his latest Video - do they see why? Surprisingly they are very aware of these ideas, and make astute observations. Finally I ask the class if they enjoyed the poem - only female negative voice is raised. Such a third year group could be found in most schools. Their ability is not especially high, but they enjoyed what they did, and it made them think about the poem's symbolism/imagery. Sociological themes are raised - why not? No writer writes in total isolation, but they also



Congreve's "The Way of the World" by Malcolm Kelsall is number 73 in Edward Arnold's Studies in English Literature series (£1.65. 0 7131 6342 9)

got the "form" of the art well, much better than if we'd just read, discussed and forgotten about it.

As one boy leaves the class he says: "That was a nice poem sir, can we do another next lesson?"

Such occasions we can count on the fingers of one hand, and are worth savouring. English literature/English demand many varied approaches, but I don't think we need to be persuaded to only use gritty Northern novels, or ponder to what we feel working class children would best respond to. Most children can enjoy and understand art forms if they use them themselves, and are led into working with each other in a careful, constructive way.

Now my second years are studying *The Rime of the Ancient Mariner*, and this third year class are anxious to do some work on *The Highwayman* - armed with their posters of Adam Ant no doubt - and all a part of what we're trying to do.

C. W. Dix is Head of English Studies at The Sir William Nottidge School, Whitstable.

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## Looking at language

A fifth principle of language study is the recognition that language is structured in a most complex and beautiful way. Traditional grammar teaching, with its view of language structure as something to be drilled into children, rather than as something they already possess as effective speakers of the language, has brighted this whole field. A study of the structures of English, seen as an uncovering of the knowledge speakers necessarily use every time they speak or write, can be both fascinating in itself and a builder of children's confidence in their command of language. The attitude of the teacher to the children should be "Aren't we clever to be able to use these elaborate rules in our use of English, without our being aware of it at all?" The amount of such work in a language course and the vocabulary we introduce will vary; the important thing is that each child should have at least a glimpse of the interlocking systems of rules for meaningful utterance. (Czerniewska and Gannon's *Using Linguistics* (Edward Arnold) has an absorbing chapter on the grammar of English.)

# Anything goes

Sydney Hill discusses English and the secondary curriculum

Considering the prominence given to it during the years of compulsory schooling and the non-optional nature of the subject, surprisingly little general concern is expressed about the role and identity of English in the secondary curriculum. Most of what there is comes from within. The conflicts and uncertainties evident among those who teach it continue to fuel debate on such fundamental issues as how best to assess pupil performance and the nature and limits of the subject's content, suggesting such a concerning lack of agreement on major concerns that one could be forgiven for thinking that there exists a state of quiet chaos at a stage when we should have finished work on the foundations.

The dominant, perhaps iconoclastic, voices of the past couple of decades, the University of London Institute of Education and the National Association for the Teaching of English, have been less widely influential on practice than their publications and pronouncements might lead one to believe and there continues to exist a bewildering variety of models of English taught in our schools, many of which would be dignified by the term "model". The very different types of course and text books that sell in large numbers are but one indication of the wide disagreement about what the subject involves.

I am not arguing for a rigidity of content, style and thought about the subject that would make stability a vice rather than a virtue and lead to complacent inertia, but for an urgent national debate to attempt to define priorities and achieve areas of consensus, leaving "space" for the spontaneous, the topical and the idiosyncratic untouched.

The current ethos almost legitimizes an English where, in curricular terms, "anything goes", frustrating many who are charged with oversight of the curriculum who are only too aware of the difficulties that beset attempts to dovetail content across subject boundaries in such a way that the result more closely resembles planned encounters with, say, race relations and advertising than haphazard encroachment in an area where a trained practitioner is employed to work out how and when they can best be tackled.

Attempting to plan and refine a school year or a school day to a point where even in our rigidly compartmentalized institutions we are able to offer a complementary curriculum may appear to be a conspiracy to muzzle the English teacher. This is not the case. The study of English literature is a subject, so, it could be argued, but, except for these, ill-remembered English as it has evolved in our schools is not governed by a natural or a university dictated discipline. This freedom from constraints is what makes it so special, puts a large burden of responsibility on the individual teacher and the head of department and makes so important the need for national and school-based dialogue about its place in the curriculum and its content.

Questions arise such as how does English fare as part of a lower school integrated humanities package? What level of debate takes place prior to a decision to include or exclude it? If it is included, what sort of review and assessment of effectiveness takes place? Should curricular drama come under the wing of the English department? Should the head of English or one of his staff be responsible for the library in the absence of full-time professional help? Too often, one feels, such questions are answered without the kind of thorough analysis that might challenge preconceptions and entrenched attitudes.

In the case of drama, for instance, few English specialists experience an

initial training that would make them more than superficially aware of purposes, possibilities and techniques that a specialist knows and, with the help of sensitive timetabling, can use to give balance and enrichment to the pupils' experience of the curriculum. First hand knowledge tells me how quickly a paucity of ideas and a lack of clearly defined aims can lead to unsatisfactory results. "Every English teacher is a teacher of drama" is as fallacious as "every teacher is a teacher of English".

Yet another natural association that needs questioning and demystifying is the relationship between the English department and the library. It is a strange logic that states, "English is concerned with books and reading, so is the library, therefore an English teacher is the obvious choice to be in charge". It is, of course, the sort of logic that runs counter to much important recent thinking and may well slow down progress towards a realization that all teachers need to share the responsibility for encouraging the proper use of books and other study aids as well as help pupils to develop skill in reading beyond the basics. A small committee with representatives from various areas of the curriculum might help to "open up" the library to the whole school.

Hopefully, post Bullock and *The Effective Use of Reading* attitudes towards reading in particular and English in general will be more informed and less insular than has often been the case. But if we want to stifle the cry from the French teacher, "My job would be easier if you taught them grammar", we have yet another reason for examining the scope of the subject, its possible links and the services it might be able to offer. There is one sense at least in which it should be true that every teacher is a teacher of English. An outgoing department might be able to help convince historians and others that the contexts of their subjects are the ideal settings for the development of numerous English skills. Perhaps it is not an uncommon practice, but one that was new to me when I taught at The Cherevell School in Oxford was departmental presentations of aspects of their work and thought to full staff meetings. The sessions were often enlightening and lively and decreased our ignorance of each other's problems and practices.

(Given our relative isolation from the problems of colleagues in other disciplines, it is understandable that many non-English teachers think the "right" English is the English they were taught and at which they proceeded and that they tend to ignore at some of the more obvious and apparent differences. There must also be many of us though who labour rather eccentric and ill-informed views about modern mathematics.)

English teachers exist who see themselves as almost the sole providers of the human element and a place of refuge from the rigours of soulless subjects that seem to discourage dialogue, personal involvement and the chance to explore and express, encouraging instead fact retention and collection above all other educational virtues. There are yet others who reject the therapeutic approach and subscribe slavishly to a diet of reading and writing with the format of the final year examination clearly in view from the beginning of the first Whatever English is in a particular school, department or room must be open to challenge, analysis and review to ensure that it makes sense in the context of the other planned happenings that constitute the curriculum.

Sydney Hill is director of studies at Christopher Wren School, I.L.E.A.

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## The CREDITON Project

By Andrew Wilkinson

"Language development" is a popular phrase—but what does it mean? What, for instance, distinguishes the writing of a pupil of seven from that of one of 10 or 13? The Crediton Project attempted to find out.

A research team at Exeter University worked with experienced teachers in Crediton, Devon, using a simple research design. The same four compositions were elicited from pupils of each of the three age groups—a piece of autobiography, a narrative, an explanation, and an argument.

How were these compositions to be assessed? We could have used examination type marking schemes, rewarding mechanics, grammar, style, content, for example; but we found these far too narrow. We could have used "linguistic" criteria whereby one counts features of the syntax and vocabulary; these, developed hugely in the United States, have brought us the mind-blowing knowledge that older children write more, longer, and more complex sentences than younger ones. We really did not feel we could bear the glory of discovering this once again.

In fact, a method of assessment is related to one's beliefs about one's role as a teacher of language. If one seeks to develop only the "skills" of writing then one chooses a marking scheme focusing on these. But if one believes one is concerned foremost with the growth of individuals for whom language is a means to that end, then one's scheme of assessment is conceived fundamentally to perceive that growth ("skills" and all) and to further it.

This was our belief; and thus we sought such a scheme. We soon found that few existed; and that those few were inadequate. For example, the well-known model of the London Writing Research Unit offered a disappointingly general description of a single aspect of writing—the "transactional".

We were thus thrown back on what originally we could muster. If we were concerned with writing as a developing being we felt we must be as comprehensive as possible and look at the quality of thought, of the feeling, and of the moral stance manifested in the writing, as well as at the style. Thus we set out to devise models of cognition, affect, morals and style.

Our cognitive scheme looked for fact and statement at the elementary level of writing, and hypothetico-deductive reasoning at the advanced. Slick, but myopic critics have said that we were merely taking over the Piagetian model, thus shewing themselves sadly unaware that these are the working assumptions of the post-Copernican world in which we live. Piaget just happens to have formulated them very powerfully. What alternative formulation would have been preferable our critics have modestly refrained from suggesting.

As for the development of feeling—passionate but steamy authors have written much on this. The mists confused us: we did not understand and thus were turned on our own resources. We saw affective development as being in three directions—towards a greater awareness of self, towards a greater awareness of neighbour as self, and towards a mature stance towards the human condition (while accepting that one never arrives at "maturity" one is always arriving).

The growth of moral feeling has been much investigated, particularly by Kohlberg (from the earliest stage ("I want it so it is right") should have it—how well one knows the feeling!) to the later stages based on universal values. But this work has never been applied to children's writing. We felt it important to do this since we live in a moral world, and are constantly offering explicit prescriptions to children. It is interesting to

note that young children's literature is full of low level moral concepts—that virtue is rewarded, for instance, that woodcutters, and aggressive psychopaths like Jack the Giant Killer, are good, and that wolves and old hags are evil.)

As far as "style" is concerned many examining boards advise their markers to reward it. We thought this meant they knew about it. And indeed some of them do; they act on the assumption that each candidate is called Addison or Steele, and should write accordingly. We could not agree with this, because we came upon candidates called Hemingway and Hegginbotham also. And if there is no certainty about style even less is there any knowledge of the development of style in children's writing.

We thus produced a scheme of a comprehensiveness not attempted before. Four models were required because individuals are not necessarily equally developed in all areas. The models enable us to discern this, but they do not produce marks for each feature; and there is no way in which they could produce a single "maturity score". They are not intended as a day-to-day marking scheme but to heighten levels of awareness of features of children's writing. They need to be internalized by detailed study of examples of writing, so that they become part and parcel of teachers' total responses to their pupils' work.

The detail of the models enables them to pay due regard to the variety of activity going on in the writing process. They are an assessment instrument in the sense that assessment is an essential part of teaching. We need to make assessments of growth in order to further growth. Although they were not designed for examination use Dixon and Stratta have successfully taken up the key ideas in their work with the Southern Regional Examinations Board.

Experienced teachers have of course sound intuitions about the levels of work at different phases. What our research does is to make explicit such intuitions and to extend them. It indicates that it is possible to discuss language development in a much more objective way than previously, so that we can both assess it and reconsider our own assumptions and teaching in relation to it. That some such study was badly needed is confirmed by the hostile reception ours has frequently received; though the research team has been delighted at the way in which many of the ideas have seeped through into the writings of other authors.

Our models are tentative and need refinement; but they exist, and where there is little else remotely like them, that is at least something. Our sample is small, 150 children from rural Devon. But perhaps, as work elsewhere including Australia, Canada, England, and Rochdale is indicating, children elsewhere may not be very different.

1. Wilkinson, A., Barnsley, G., Hanna, P., and Swan, M. *Assessing Language Development* (London, OUP, 1980).
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Andrew Wilkinson, is professor of education at the University of East Anglia, Norwich. He was previously professor of education at Exeter University and Director of the Crediton Project.

## Profiling — a system of qualification

By John Blanchard

There is a growing interest in profiling. It stems from widespread dissatisfaction with the way we assess 16-year-olds. An alternative to CSE and GCE grades is what many people want: a means of stating the outcomes of education for all, not merely for those who succeed. This is the aim of the system of qualification which disqualifies no one.

Unlike present and proposed 16-plus examinations, profiling accepts, and demands, an unlimited target-range. Being concerned with the whole population of students at the end of their compulsory schooling, profiling is designed to meet the real need in examination at 16-plus. This is its prime, distinctive feature: it is a system of qualification which disqualifies no one.

Profiling's second distinctive feature is its recognition of the role of assessment in learning; it does not regard the two as separate entities, but as interdependent and reciprocal processes. Self-assessment by the student is therefore essential to his learning and to the representation of his achievement.

Over the course of the final two years of secondary schooling, student and teacher periodically review their work. Each makes, and shares with the other, his account: the student commenting on points of pleasure and disappointment, strength and weakness, in order that the teacher be better placed to facilitate learning; the teacher commenting likewise, in order that the student be better placed to benefit from further teaching.

Towards the end of the fifth year, student and teacher review the total work and their commentaries, in order to make a summary descrip-

tion, highlighting positive accomplishment, and so affording insight into competence.

Finally then, teacher and student turn to face interested third parties in making the summative statement. They have worked as co-assessors through the course; now they have to agree a just and valid representation of the student's achievement. This is profiling's third distinctive feature: the process whereby current review and demands, an unlimited target-range. Being concerned with the whole population of students at the end of their compulsory schooling, profiling is designed to meet the real need in examination at 16-plus. This is its prime, distinctive feature: it is a system of qualification which disqualifies no one.

Based as it is on past performance and subsequent reflection, the final profile is the clearest possible testimony to the student's likely future performance. And the capacity developed in profiling to review, self-assess, and collaboratively plan further enterprise is perhaps to be more highly valued than any other by those whose concern 16-year-olds become, enhancing motivation, initiative, self-direction, responsible co-operation, commitment.

Profiling's fourth distinctive feature is that it necessitates rigorous definition of what is actually involved in learning. Proper representation of students' attainment within a subject requires accurate conceptions of those dimensions of learning thought appropriate to the subject. What is needed is a conceptual framework for syllabus.

continued on opposite page

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**Profiling continued**  
 Within a subject such as English we may identify four key facets of learning. They provide the guiding perspectives for subject-profiling.

References: the centres of attention for learning—the themes, texts, materials, situations, experiences, brought to lessons.  
 Operations: the tasks, the skills, performed within, and as a result of, lessons.  
 Concepts: the notions central to the successful performance of tasks, the abstract expression of the demands made, implicitly and explicitly, on the student's competence.

Characteristics: the qualities which foster, and are fostered by, the student's learning and growth, the propensities conducive to, supportive of, and enticed by performance and competence.  
 By way of example, let us consider quite specific aspects of two students' experience in English: in report-writing and reading for aesthetic appreciation, respectively.

A student has been talking to older members of the community; he has also heard talks by fellow-students; these were his references, more engaging than any other over his two-year course.  
 He has written several informative reports, making notes, checking them against other sources of information, making drafts and revisions, presenting the pieces in a legible hand: those operations he performed.

In those reports he took account of his audience, both hypothetical and actual readers, realizing the purpose of such writing, heading, the need for accuracy of detail, clear and coherent expression, the conventions of making sentences and paragraphs: those concepts had to be explored.

He showed increasing perseverance, grew tolerant of criticism and improving his writing, eager to feel proud of his product, concerned for its appearance; he showed a willingness to make use of his teacher's and others' advice: those characteristics were evident in his report-writing activities.

Another student, as one part of her course, has been reading short-stories and ballads; those were her references. In addition to set texts, she chose to read some independent.

She attended to the texts' literal meaning, to implications, and to issues of interpretation (suggesting writers' moral purposes), to questions of tone and style (identifying linguistic features indicative of writer's treatment of subject and affective intention toward readers); those concepts were confidently explored.

In her reading, the student's engaged her interest in imaginative literature, as personally rewarding experience and as a gratifying academic pursuit; she showed sensitivity into human and literary matters: there were the student's characteristics touched by that aspect of her work.

The model, with its four perspectives, lays the ground for negotiation between student and teacher and for an accurate reflection of actual achievement. It encompasses the essential components of the course and permits elaboration of specifics in terms, for example, of expressive, narrative, discursive, persuasive writing; reading for information and appreciation, oral and aural work.

The outcome allows interested third parties to locate particulars pertinent to their needs, answering the crucial questions for them: what has the student been doing; what has he/she been exercised; what concepts have characterized performance?

We can no longer afford to give a negative meaning to qualification for the student whose task it is to select candidates from over-long applicants lists. We have to keep the process proper, informative, and it requires currency in the profile, representing the

outcomes of education for each and every student, cannot fulfil its potent function without formal accreditation.

That is the fifth feature of profiling, and it is not a distinctive or peculiar one: any system of examination requires authoritative certification. Locally administered boards, under national authority, are required to supervise students' qualification by profile-statement. A structure already exists, albeit for a somewhat different concept of assessment, whereby teachers' and students' statements are sampled, monitored and validated.

It cannot be too strongly stressed that confidence in such a scheme, designed to meet educational and social needs, depends on public recognition.

The need for a system of student-qualification, which does not disqualify a significant proportion of the age-range, and which does not undermine the education process itself, cannot be denied. It is surely time to promote profiling.

John Blanchard is head of English at Comberton Village College, Cambs.



Oliver Twist recovering from the fever. Above: the Brownlow's fireplace is a print of the Good Samaritan. George Cruikshank's drawings illustrate Dennis Walder's 'Dickens and Religion' (Allen and Unwin £12.50 (0 04 80006 X), a critical study of Dickens' religious beliefs and his creative imagination

## All that glitters . . .

Leonard Clark on poetry by children

In his *Epistle to Arbuthnot*, Pope wrote:  
 "As yet a child, not yet a fool to fame, I lisped in numbers, for the numbers came."

And children are still lisping in numbers, that is, they are writing poetry.

The schools have experienced many changes and innovations during the past 30 years. Not all these changes have been for the best; many of the innovations put forward with great enthusiasm by "progressive" educationists have soon withered away. Undoubtedly, though, one of the most important changes is in the amount of original poetry which they are now writing, both in Britain and the New States.

The writing of poetry by the young is based on the belief that children are creative by nature and, if given the chance, can express themselves freely in words, painting, modelling and dancing. There is plenty of evidence to show that children have much to say about themselves and the world they inhabit through these various forms of personal expression. But there are dangers when it comes to applying the concept of creativity to actual practice. Creativity is not a term which is easy to define. Much that passes for it is nothing of the sort; much that is condemned as not being creative, is very much so.

But there must be hardly a school in the kingdom which does not try, at some time or another, to encourage its children to write poems. The existence of so many poetry competitions organized by various bodies, and especially by W. H. Smith, has done much to further the cause.

Many collections of poems by children have been published in recent years, which have not only shown what children are capable of, but are

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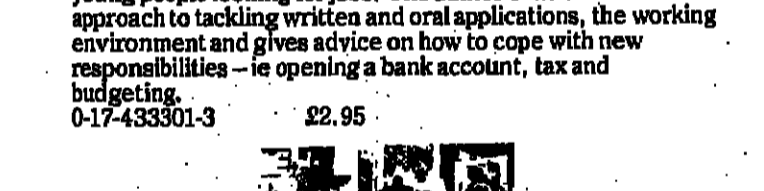
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All that glitters... continued

But what is worrying at the present time is that many of the "poems" written by children are inept. They display a paucity of language and background, are weak technically and, sometimes, seem to be the product more of the teacher's ideas than the children's. One has the impression that such poems are written because the school thinks it is the fashion to do so.

Too many of these poems belong to the feeble world of doggerel, give little evidence that the children are personally involved in what they are writing about; they are narrow in range and often sentimental and wishy-washy. They are certainly not the result of keen observation and good listening. When they are written in traditional forms, with rhyme and metre, the rhymes are often as inaccurate as the metres.

And yet, if the children's attention had been drawn to many of the traditional hymns and songs which they sing regularly, it would help them to get their pieces right. And because of these weaknesses what has been written is not long remembered.

It is, of course, not easy for many children, especially the younger ones, to have to embrace these disciplines, with the result that the word metre is no longer necessary, and that children can only express themselves adequately by resorting to freer and slacker forms. But what is not realized, is that having abandoned rhyme and metre, there is little else to fall back upon. A great deal of the best free verse owes its success to the use of balanced speech rhythms, inner tension and well-placed cadences.

Neither do some of the anthologies which are being published for children help. They seem to be based on a publishing formula which concerns itself with what is thought to be humorous or fantastic. This formula has little to do with true poetry. These anthologies are often grossly illustrated, as if the aim was merely to make the children laugh, and rarely challenge their deepest thoughts and feelings. They contain a minimum of genuine poetry, but a great deal of slapstick verse by writers who are not poets, and are often about subjects which have little to do with the children's experience. They are bad models for children and their influence is deplorable.

Although the writing of poems by children should be considered to be a part of their natural development, it should never be forgotten that, whatever forms the poems take, disciplines are involved, and this is where teachers, and parents, can be of the greatest help. They can help the children considerably by reading lots of poetry to them, both from the past and the present, making available plenty of books of poetry, but, above all, giving them a sound training in observation and listening. To be able to describe anything from memory which has been closely studied in first hand, to listen to and remember all the sounds around them, including the sound of the words, is invaluable for children's education. It is this acute sensitivity to language which is so important; it is certainly something which can be trained, that is, if the time is given to it. Many of the poems which children write today show an ignorance of the power of words, with the inevitable result that their vocabularies and the use of imagery are very limited.

But it is not enough merely to describe what has been seen and

heard. The children should always be personally involved as individuals in their own writing. Naturally some children's feelings will be more dynamic and dynamic as others, but in personal statements, and above all, in a period of time, how does one get to grips with the world in which one lives. Apart from certain psychological, philosophical and emotional concepts, there is no subject which should be barred to children. Man, birth, death, misery, pain, suicides and murders. They are too much television and too much aware of the ugliness in the world.

But they are also creatures of hope and capable of writing brightly about the lovelier things in life, for example the arrival of a new baby in a family, the beauties of nature, phenomena the enjoyment of something pleasant that has happened to them, their contacts with their friends, holidays, and love of pets and other people.

Poetry, and the writing of it by children, should not be regarded as being either extraordinary or strange. It is a way of life, a way of giving him the idea that he is a poet, and that a thing of beauty can be written. Praise, yes, that is a thing of beauty, but not a thing of beauty written for the wrong reason, and seen to be more an affinity with the sausage-making industry than with anything else. The semblance of poetry is there, but not its beating heart. The glow which some of these poems appear to have at first reading is often lacking because of their plastic nature. It is the glow and intensity which we should be striving for.

I hope I have stirred some fresh waters. I suspect that I have agreed with many teachers here the discussed in staffrooms frequently and a little desperately.

Necrophily not romance

By Stephen Wade

I know that this article will upset some; it will also, I hope, communicate something sensible and practical. My premise is that literature as studied at O level should be a very different thing from A level. I am well aware that at O level the student needs a gentle introduction to classics and that a reading of *Twelfth Night* helps the later confrontation with *Measure for Measure* and so on to be more fruitful and less complex. However, I do think that the time has come for a radical change in the way that we organize O level literature.

The following are my main reasons for saying so. 1. The overall philosophy behind examinations in literature is inextricably bound to the Leavisite belief that literature is somehow a test of the reader's experience of life's quality and complexity; it is a mental and moral discipline that emphasizes the educative element in writing. I suggest therefore that the student of 15 or 16 had little life-experiences to use in his judgment and little moral education in terms of a stable and settled set of values or opinions. He that it provokes the right of literature (or both) only as a secondary aim. The universities' and examining boards have not given him texts to study that offer such things: apart from a few exceptions.

2. In GCSE literature there is still far too much emphasis on the quality of literary style, in the sophisticated sense: elaborate diction, conventionally "correct" imagery, conventionalized metaphors. There is not enough direct literature of significant contemporary meaning and action on the syllabus. The youth of today needs - I do not say wants - more literature, honestly, to today's society. Literary style does not sell this; it only provides a guide to "sensitivity". 3. Examiners give the best people to put together the links of texts -

they are clearly obsessed with conventional philosophy and adhere to the usual trends - emphasizing the discursive prose element of writing and undervaluing the entertaining. When will they learn that some very amusing and popular books may be analysed just as closely and fruitfully as Dickens or Austen? I have never seen Chandler, Christie, Conan Doyle, Duggan or Brian Stoker as a set text. Why not? I have come around to the view that young people need to see that there are no longer two kinds of writing: literature and "entertainment". Surely the pleasure of the text should come before the dissection? Aren't we teaching literature at this introductory level as if it were necrophily, not romance?

For these reasons, I suggest that the organization of the subject at O level should be done on a local consortium basis, where local writers, with more immediate relevance, could be introduced, and where teachers, not moralists, and philosophers, decide what is studied. Like all English teachers, I was educated in criticism in a way that stressed the deep involvement of the reader with the text as a finely structured pattern of image and meaning, all of which demanded a profound acquaintance with a vast range of writing styles and sophistication of language. At O level, if we try to begin the first steps in this approach, we run the risk of making fiction appear more of a textbook than a personal creative statement. In other words, we are making it more difficult to teach and more important, we are selling it short.

I have no guilt in expressing myself in commercial language, as we teachers cannot leave the product to display its treasures by merely being there and using magical powers; at O level, we have to work hard (unless the student is the type who was reading Walter Scott at 12 years of age) to convince young people that close study of imaginative writing is beneficial in some way.

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NORTHAMPTON R.C. CATHEDRAL SCHOOL... Bedford, Bedfordshire. Headmaster: A. J. Doyle...

BERKSHIRE

SANDHURST SCHOOL... Sandhurst, Berkshire. Headmaster: J. W. Sandhurst...

BROMLEY

BROMLEY BOROUGH OF BROMLEY WOOD SCHOOL... Bromley, Kent. Headmaster: J. W. Sandhurst...

DEVON

Devon schools listed with details of staff and curriculum.

ENFIELD

ENFIELD BOROUGH OF CRYSTAL PALACE SCHOOL... Enfield, Middlesex. Headmaster: J. W. Sandhurst...

ESSEX

SAFFRON WALDEN COUNTY SCHOOL... Saffron Walden, Essex. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

RICHMOND

LONDON BOROUGH OF RICHMOND UPON THAMES

TEPPERDING SCHOOL... Richmond. Headmaster: J. W. Sandhurst...

ST HELENS

EDUCATION COMMITTEE... St Helens. Headmaster: J. W. Sandhurst...

SUTTON

LONDON BOROUGH OF SUTTON... Sutton, Surrey. Headmaster: J. W. Sandhurst...

WEST SUSSEX

THE LITTLEHAMPTON SCHOOL... Littlehampton, West Sussex. Headmaster: J. W. Sandhurst...

WILTSHIRE

BERKINGHAM GRAMMAR SCHOOL... Berkingham, Wiltshire. Headmaster: J. W. Sandhurst...

ESSEX

SAFFRON WALDEN COUNTY SCHOOL... Saffron Walden, Essex. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

AVON

COUNTY OF AVON COUNTY OF EDUCATION

Physical Scientist for Head of the Science Department... Avon. Headmaster: J. W. Sandhurst...

BARNET

LONDON BOROUGH OF BARNET... Barnet, London. Headmaster: J. W. Sandhurst...

HERTFORDSHIRE

STEVENS GREEN SCHOOL... Hertfordshire. Headmaster: J. W. Sandhurst...

HERTFORDSHIRE

HERTFORDSHIRE COUNTY SCHOOL... Hertfordshire. Headmaster: J. W. Sandhurst...

WILTSHIRE

BERKINGHAM GRAMMAR SCHOOL... Berkingham, Wiltshire. Headmaster: J. W. Sandhurst...

ESSEX

SAFFRON WALDEN COUNTY SCHOOL... Saffron Walden, Essex. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

CROYDON

LONDON BOROUGH OF CROYDON

Sylvan High School... Croydon, London. Headmaster: J. W. Sandhurst...

HERTFORDSHIRE

HERTFORDSHIRE COUNTY SCHOOL... Hertfordshire. Headmaster: J. W. Sandhurst...

HERTFORDSHIRE

HERTFORDSHIRE COUNTY SCHOOL... Hertfordshire. Headmaster: J. W. Sandhurst...

HERTFORDSHIRE

HERTFORDSHIRE COUNTY SCHOOL... Hertfordshire. Headmaster: J. W. Sandhurst...

WILTSHIRE

BERKINGHAM GRAMMAR SCHOOL... Berkingham, Wiltshire. Headmaster: J. W. Sandhurst...

ESSEX

SAFFRON WALDEN COUNTY SCHOOL... Saffron Walden, Essex. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

CORRY HEATHFIELD

Corry Heathfield School... Northamptonshire. Headmaster: J. W. Sandhurst...

WALTHAM FOREST

WALTHAM FOREST SCHOOL... Waltham Forest, London. Headmaster: J. W. Sandhurst...

ENFIELD

ENFIELD BOROUGH OF ENFIELD SCHOOL... Enfield, Middlesex. Headmaster: J. W. Sandhurst...

LEICESTERSHIRE

WOODSTOCK VALE HIGH SCHOOL... Leicestershire. Headmaster: J. W. Sandhurst...

ESSEX

SAFFRON WALDEN COUNTY SCHOOL... Saffron Walden, Essex. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

CALDERDALE

METROPOLITAN BOROUGH OF CALDERDALE

Calderdale schools listed with details of staff and curriculum.

ENFIELD

ENFIELD BOROUGH OF ENFIELD SCHOOL... Enfield, Middlesex. Headmaster: J. W. Sandhurst...

LEICESTERSHIRE

WOODSTOCK VALE HIGH SCHOOL... Leicestershire. Headmaster: J. W. Sandhurst...

ESSEX

SAFFRON WALDEN COUNTY SCHOOL... Saffron Walden, Essex. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

SURREY

EDUCATION COMMITTEE

Surrey schools listed with details of staff and curriculum.

WALSALL

WALSALL BOROUGH OF WALSALL SCHOOL... Walsall, West Midlands. Headmaster: J. W. Sandhurst...

ENFIELD

ENFIELD BOROUGH OF ENFIELD SCHOOL... Enfield, Middlesex. Headmaster: J. W. Sandhurst...

LEICESTERSHIRE

WOODSTOCK VALE HIGH SCHOOL... Leicestershire. Headmaster: J. W. Sandhurst...

ESSEX

SAFFRON WALDEN COUNTY SCHOOL... Saffron Walden, Essex. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

NORTHAMPTONSHIRE

WILTON UPPER SCHOOL... Northampton. Headmaster: J. W. Sandhurst...

BARKING

LONDON BOROUGH OF BARKING

Barking schools listed with details of staff and curriculum.

BROMLEY

BROMLEY BOROUGH OF BROMLEY SCHOOL... Bromley, Kent. Headmaster: J. W. Sandhurst...

BEDFORDSHIRE

SOUTHERN AREA COMMUNITY COLLEGE... Bedfordshire. Headmaster: J. W. Sandhurst...

BEDFORDSHIRE

SOUTHERN AREA COMMUNITY COLLEGE... Bedfordshire. Headmaster: J. W. Sandhurst...

WOLVERHAMPTON

WOLVERHAMPTON EDUCATION COMMITTEE... Wolverhampton. Headmaster: J. W. Sandhurst...

RICHMOND UPON THAMES

RICHMOND BOROUGH OF RICHMOND SCHOOL... Richmond, London. Headmaster: J. W. Sandhurst...

HAMPSHIRE

Hampshire schools listed with details of staff and curriculum.

BROMLEY

LONDON BOROUGH OF BROMLEY

Bromley schools listed with details of staff and curriculum.

BEDFORDSHIRE

SOUTHERN AREA COMMUNITY COLLEGE... Bedfordshire. Headmaster: J. W. Sandhurst...

BEDFORDSHIRE

SOUTHERN AREA COMMUNITY COLLEGE... Bedfordshire. Headmaster: J. W. Sandhurst...

WOLVERHAMPTON

WOLVERHAMPTON EDUCATION COMMITTEE... Wolverhampton. Headmaster: J. W. Sandhurst...

RICHMOND UPON THAMES

RICHMOND BOROUGH OF RICHMOND SCHOOL... Richmond, London. Headmaster: J. W. Sandhurst...

HAMPSHIRE

Hampshire schools listed with details of staff and curriculum.

HAMPSHIRE

Hampshire schools listed with details of staff and curriculum.

CAMBRIDGESHIRE

THE KING'S SCHOOL

The King's School, Cambridge. Headmaster: J. W. Sandhurst...

CROYDON

CROYDON BOROUGH OF CROYDON SCHOOL... Croydon, London. Headmaster: J. W. Sandhurst...

CUMBRIA

CUMBRIA COUNTY COUNCIL... Cumbria. Headmaster: J. W. Sandhurst...

CUMBRIA

CUMBRIA COUNTY COUNCIL... Cumbria. Headmaster: J. W. Sandhurst...

BUCKINGHAMSHIRE

Buckinghamshire schools listed with details of staff and curriculum.

CALDERDALE

CALDERDALE BOROUGH OF CALDERDALE SCHOOL... Calderdale, West Yorkshire. Headmaster: J. W. Sandhurst...

CAMBRIDGESHIRE

CAMBRIDGESHIRE COUNTY COUNCIL... Cambridgeshire. Headmaster: J. W. Sandhurst...

DERBYSHIRE

ECKINGTON SCHOOL

Eckington School, Derbyshire. Headmaster: J. W. Sandhurst...

DUDLEY

DUDLEY METROPOLITAN BOROUGH OF DUDLEY SCHOOL... Dudley, West Midlands. Headmaster: J. W. Sandhurst...

ESSEX

ESSEX COUNTY COUNCIL... Essex. Headmaster: J. W. Sandhurst...

CUMBRIA

CUMBRIA COUNTY COUNCIL... Cumbria. Headmaster: J. W. Sandhurst...

BUCKINGHAMSHIRE

Buckinghamshire schools listed with details of staff and curriculum.

CALDERDALE

CALDERDALE BOROUGH OF CALDERDALE SCHOOL... Calderdale, West Yorkshire. Headmaster: J. W. Sandhurst...

CAMBRIDGESHIRE

CAMBRIDGESHIRE COUNTY COUNCIL... Cambridgeshire. Headmaster: J. W. Sandhurst...

DERBYSHIRE

ECKINGTON SCHOOL

Eckington School, Derbyshire. Headmaster: J. W. Sandhurst...

DUDLEY

DUDLEY METROPOLITAN BOROUGH OF DUDLEY SCHOOL... Dudley, West Midlands. Headmaster: J. W. Sandhurst...

ESSEX

ESSEX COUNTY COUNCIL... Essex. Headmaster: J. W. Sandhurst...

CUMBRIA

CUMBRIA COUNTY COUNCIL... Cumbria. Headmaster: J. W. Sandhurst...

BUCKINGHAMSHIRE

Buckinghamshire schools listed with details of staff and curriculum.

CALDERDALE

CALDERDALE BOROUGH OF CALDERDALE SCHOOL... Calderdale, West Yorkshire. Headmaster: J. W. Sandhurst...

CAMBRIDGESHIRE

CAMBRIDGESHIRE COUNTY COUNCIL... Cambridgeshire. Headmaster: J. W. Sandhurst...







SECONDARY Other than by Subjects continued

BOLTON METROPOLITAN BOROUGH... BOLTON AND BLACKROD HIGH SCHOOL... BOLTON MUSIC SCHOOL... BOLTON JUNIOR SCHOOL... BOLTON SENIOR SCHOOL... BOLTON MATHS FACULTY...

Scale 1 Posts

BIRMINGHAM... BIRMINGHAM METROPOLITAN BOROUGH... BIRMINGHAM SENIOR SCHOOL... BIRMINGHAM JUNIOR SCHOOL... BIRMINGHAM MATHS FACULTY...

DORSET

COLFOX SCHOOL... DORSET METROPOLITAN BOROUGH... DORSET SENIOR SCHOOL... DORSET JUNIOR SCHOOL... DORSET MATHS FACULTY...

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT... SHEFFIELD SENIOR SCHOOL... SHEFFIELD JUNIOR SCHOOL... SHEFFIELD MATHS FACULTY...

TAMESIDE

METROPOLITAN BOROUGH OF TAMESIDE... TAMESIDE SENIOR SCHOOL... TAMESIDE JUNIOR SCHOOL... TAMESIDE MATHS FACULTY...

MURRAY

EDUCATION COMMITTEE... MURRAY SENIOR SCHOOL... MURRAY JUNIOR SCHOOL... MURRAY MATHS FACULTY...

SPECIAL EDUCATION

BUCKINGHAMSHIRE... BUCKINGHAMSHIRE METROPOLITAN BOROUGH... BUCKINGHAMSHIRE SENIOR SCHOOL... BUCKINGHAMSHIRE JUNIOR SCHOOL... BUCKINGHAMSHIRE MATHS FACULTY...

DEPUTY HEADSHIPS

Second Masters/Mistresses... BEDFORDSHIRE... BEDFORDSHIRE METROPOLITAN BOROUGH... BEDFORDSHIRE SENIOR SCHOOL... BEDFORDSHIRE JUNIOR SCHOOL... BEDFORDSHIRE MATHS FACULTY...

WILTSHIRE

MALBOROUGH... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WEST SUSSEX

HAYWARDS HEATH SIXTH FORM COLLEGE... WEST SUSSEX METROPOLITAN BOROUGH... WEST SUSSEX SENIOR SCHOOL... WEST SUSSEX JUNIOR SCHOOL... WEST SUSSEX MATHS FACULTY...

SPECIAL EDUCATION

BUCKINGHAMSHIRE... BUCKINGHAMSHIRE METROPOLITAN BOROUGH... BUCKINGHAMSHIRE SENIOR SCHOOL... BUCKINGHAMSHIRE JUNIOR SCHOOL... BUCKINGHAMSHIRE MATHS FACULTY...

HAMPSHIRE

SWANBOROUGH SCHOOL... HAMPSHIRE METROPOLITAN BOROUGH... HAMPSHIRE SENIOR SCHOOL... HAMPSHIRE JUNIOR SCHOOL... HAMPSHIRE MATHS FACULTY...

CLEVELAND

METROPOLITAN COUNCIL... CLEVELAND METROPOLITAN BOROUGH... CLEVELAND SENIOR SCHOOL... CLEVELAND JUNIOR SCHOOL... CLEVELAND MATHS FACULTY...

KENT

COUNTY COUNCIL... KENT METROPOLITAN BOROUGH... KENT SENIOR SCHOOL... KENT JUNIOR SCHOOL... KENT MATHS FACULTY...

WILTSHIRE

THE JOHN OF GAUNT SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

HAMPSHIRE

ITCHEN COLLEGE... HAMPSHIRE METROPOLITAN BOROUGH... HAMPSHIRE SENIOR SCHOOL... HAMPSHIRE JUNIOR SCHOOL... HAMPSHIRE MATHS FACULTY...

HARROW

EDUCATION COMMITTEE... HARROW METROPOLITAN BOROUGH... HARROW SENIOR SCHOOL... HARROW JUNIOR SCHOOL... HARROW MATHS FACULTY...

BRENT

LONDON BOROUGH OF BRENT... BRENT METROPOLITAN BOROUGH... BRENT SENIOR SCHOOL... BRENT JUNIOR SCHOOL... BRENT MATHS FACULTY...

ESSEX

RESIDENTIAL SPECIAL SCHOOL... ESSEX METROPOLITAN BOROUGH... ESSEX SENIOR SCHOOL... ESSEX JUNIOR SCHOOL... ESSEX MATHS FACULTY...

SHROPSHIRE

EDUCATION COMMITTEE... SHROPSHIRE METROPOLITAN BOROUGH... SHROPSHIRE SENIOR SCHOOL... SHROPSHIRE JUNIOR SCHOOL... SHROPSHIRE MATHS FACULTY...

HARINGEY

BOROUGH OF HARINGEY... HARINGEY METROPOLITAN BOROUGH... HARINGEY SENIOR SCHOOL... HARINGEY JUNIOR SCHOOL... HARINGEY MATHS FACULTY...

GLoucestershire

CAM HOUSE SCHOOL... GLOUCESTERSHIRE METROPOLITAN BOROUGH... GLOUCESTERSHIRE SENIOR SCHOOL... GLOUCESTERSHIRE JUNIOR SCHOOL... GLOUCESTERSHIRE MATHS FACULTY...

Scale 2 Posts and above

AVON... AVON METROPOLITAN BOROUGH... AVON SENIOR SCHOOL... AVON JUNIOR SCHOOL... AVON MATHS FACULTY...

LEICESTERSHIRE

WYGGRESTON & GIBEN... LEICESTERSHIRE METROPOLITAN BOROUGH... LEICESTERSHIRE SENIOR SCHOOL... LEICESTERSHIRE JUNIOR SCHOOL... LEICESTERSHIRE MATHS FACULTY...

LONDON

Junior Secondary... LONDON METROPOLITAN BOROUGH... LONDON SENIOR SCHOOL... LONDON JUNIOR SCHOOL... LONDON MATHS FACULTY...

CHESHIRE

WIDNES SIXTH FORM... CHESHIRE METROPOLITAN BOROUGH... CHESHIRE SENIOR SCHOOL... CHESHIRE JUNIOR SCHOOL... CHESHIRE MATHS FACULTY...

SHROPSHIRE

EDUCATION COMMITTEE... SHROPSHIRE METROPOLITAN BOROUGH... SHROPSHIRE SENIOR SCHOOL... SHROPSHIRE JUNIOR SCHOOL... SHROPSHIRE MATHS FACULTY...

GLOUCESTERSHIRE

THE THOMAS WOLBY SCHOOL... GLOUCESTERSHIRE METROPOLITAN BOROUGH... GLOUCESTERSHIRE SENIOR SCHOOL... GLOUCESTERSHIRE JUNIOR SCHOOL... GLOUCESTERSHIRE MATHS FACULTY...

SUFFOLK

THE THOMAS WOLBY SCHOOL... SUFFOLK METROPOLITAN BOROUGH... SUFFOLK SENIOR SCHOOL... SUFFOLK JUNIOR SCHOOL... SUFFOLK MATHS FACULTY...

HERTFORDSHIRE

EDUCATION COMMITTEE... HERTFORDSHIRE METROPOLITAN BOROUGH... HERTFORDSHIRE SENIOR SCHOOL... HERTFORDSHIRE JUNIOR SCHOOL... HERTFORDSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

SOMERSET

SEDEWOOOR ANNEXE... SOMERSET METROPOLITAN BOROUGH... SOMERSET SENIOR SCHOOL... SOMERSET JUNIOR SCHOOL... SOMERSET MATHS FACULTY...

GUERNSEY

EDUCATION COMMITTEE... GUERNSEY METROPOLITAN BOROUGH... GUERNSEY SENIOR SCHOOL... GUERNSEY JUNIOR SCHOOL... GUERNSEY MATHS FACULTY...

NOTTINGHAMSHIRE

THE BRAUNTS SCHOOL... NOTTINGHAMSHIRE METROPOLITAN BOROUGH... NOTTINGHAMSHIRE SENIOR SCHOOL... NOTTINGHAMSHIRE JUNIOR SCHOOL... NOTTINGHAMSHIRE MATHS FACULTY...

SURREY

EDUCATION COMMITTEE... SURREY METROPOLITAN BOROUGH... SURREY SENIOR SCHOOL... SURREY JUNIOR SCHOOL... SURREY MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

WILTSHIRE

THE THOMAS WOLBY SCHOOL... WILTSHIRE METROPOLITAN BOROUGH... WILTSHIRE SENIOR SCHOOL... WILTSHIRE JUNIOR SCHOOL... WILTSHIRE MATHS FACULTY...

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Scale 2 Posts and above

Vertical text on the left margin: 'The Times Educational Supplement' written vertically.

Calderdale Metropolitan Borough Council Hillside Special School Lower Edge Road, Rastrick, Brighouse. Applications are invited from suitably experienced teachers for the post of Acting Deputy Headteacher Group 4(S) in this ESN(S) school which caters for 35 pupils between the ages of 4-19. The post involves leading the senior age group teaching team (11-19 years); contributing towards curriculum evaluation and design as well as certain administrative duties. The vacancy arises as a result of secondment of the present post-holder and is for the 1982/83 academic year only. Application forms and further details obtainable (on receipt of foolscap SAE) from the Headteacher to whom completed forms should be returned by the 14 May, 1982.

SURREY COUNTY COUNCIL DEPUTY HEADSHIP SUNNYDOWN SCHOOL Guildford. DEPUTY HEAD TEACHER required September 1982 for this Group 4 residential school for emotionally delicate boys aged 10-18 years, (40 boarding and a small number of day pupils). Good general teaching experience and a diploma in teaching handicapped children an advantage. Salary scale 27,615-29,842 p.a. (including S.S.A.). House available at reduced rental. Enquiries welcomed by Head, Tel: Guildford 79178. Application form and further details from County Education Officer, County Hall, Kingston-upon-Thames, Surrey KT1 2DJ (Ref. 02/MJ/M). Closing date: 12 May, 1982.

Ealing London Borough St Ann's ESN(S) Day School - Group 5(S) Springfield Road, Hanwell W7 3JP. Mixed 14-19 years, including Special Care. DEPUTY HEAD TEACHER SCALE 3(S) POSTS SCALE 2(S) POSTS SCALE 1 POSTS (Plus Special Schools Allowance). This new school opens in September 1982. Applications are invited from enthusiastic and imaginative teachers to fill these key initial posts. The ability to offer a flexible approach and to work with a team is essential. Some experience/knowledge of children with severe learning difficulties is desirable. Additional relevant qualifications for senior appointments would be a distinct advantage but are not essential. This presents a wonderful opportunity to be fully involved from the outset in the development of this challenging new project. 2765 London Allowance. Assistance with relocation expenses may be payable in appropriate cases. Application forms and further information available from the Chief Education Officer, Hadley House, 78-81 Uxbridge Road, Ealing W5 8SU, (SAE) to whom they should be returned by 10th May, 1982.

Ealing London Borough HEADSHIP OF ST ANN'S ESN (S) SCHOOL (Group 5S) Springfield Road, Hanwell, London W7 3JP. The new school opens in September 1982 and the Head is to be appointed from September 1982 or as soon as possible. The 30-place ESN (S) School is designed to cater for 14 to 18-year-olds. It is a residential school with easy access to a shopping area and other facilities. The development of the personal independence of young people will be given priority. A Head with initiative, enthusiasm and imagination is required to develop the school. Applications from suitably qualified teachers with 5 years' experience in residential care or in the education of emotionally handicapped children are invited. Salary scale 27,615-29,842 p.a. (including S.S.A.). House available at reduced rental. Enquiries welcomed by Head, Tel: Guildford 79178. Application form and further details from County Education Officer, County Hall, Kingston-upon-Thames, Surrey KT1 2DJ (Ref. 02/MJ/M). Closing date: 12 May, 1982.

Fairfield House School, Broadstairs, Kent. DEPUTY PRINCIPAL (4S) In January, Fairfield House School became a school for boys and girls with learning, behavioural and educational difficulties aged 12-16. It is structured on a model learning theory lines catering for young people who will either return to school or require preparation for school leaving. We require a Deputy Principal who can deputise for the Principal as necessary but also take on the responsibility for developing the educational facilities. Full commitment to all aspects of residential duties will be expected. Informal discussions with either the Deputy Director of Child Care on 01-822 1414, or the Principal on 01-822 (0843) 82132. Application forms and job descriptions from Leonie Linton, Personnel Officer, Sewe the Children Fund, 107 Clapham Road, London SW9 0PT. Tel: 01-822 1414. Closing date for applications: 18 May, 1982.

CATHOLIC SOCIAL SERVICES LIVERPOOL HEADTEACHER (4S) Residential special school for maladjusted pupils, nr. St. Helens. To commence 1st September 1982 for this new residential specialist school to be opened early in the new year, catering for up to 50 emotionally maladjusted boys between the ages of 11 and 16. The successful candidate will hold qualifications in special education and have had considerable practical experience in this field together with the ability to co-ordinate curriculum development and educational programming for individual children. Application forms and further particulars are available from: Mr A. Collinge, Catholic Social Services, 160 Brownlow Hill, Liverpool. Tel: 051-708 0566 to whom they should be returned by 17th May, 1982. Interviews will probably take place on 25th May, 1982.

GLoucestershire THE THOMAS WOLBY SCHOOL. Applications are invited from suitably qualified teachers for the post of Deputy Headteacher of this school which caters for 35 pupils between the ages of 4-19 years. The post involves leading the senior age group teaching team (11-19 years); contributing towards curriculum evaluation and design as well as certain administrative duties. The vacancy arises as a result of secondment of the present post-holder and is for the 1982/83 academic year only. Application forms and further details obtainable (on receipt of foolscap SAE) from the Headteacher to whom completed forms should be returned by the 14 May, 1982.

WILTSHIRE THE THOMAS WOLBY SCHOOL. Applications are invited from suitably qualified teachers for the post of Deputy Headteacher of this school which caters for 35 pupils between the ages of 4-19 years. The post involves leading the senior age group teaching team (11-19 years); contributing towards curriculum evaluation and design as well as certain administrative duties. The vacancy arises as a result of secondment of the present post-holder and is for the 1982/83 academic year only. Application forms and further details obtainable (on receipt of foolscap SAE) from the Headteacher to whom completed forms should be returned by the 14 May, 1982.

WILTSHIRE THE THOMAS WOLBY SCHOOL. Applications are invited from suitably qualified teachers for the post of Deputy Headteacher of this school which caters for 35 pupils between the ages of 4-19 years. The post involves leading the senior age group teaching team (11-19 years); contributing towards curriculum evaluation and design as well as certain administrative duties. The vacancy arises as a result of secondment of the present post-holder and is for the 1982/83 academic year only. Application forms and further details obtainable (on receipt of foolscap SAE) from the Headteacher to whom completed forms should be returned by the 14 May, 1982.

WILTSHIRE THE THOMAS WOLBY SCHOOL. Applications are invited from suitably qualified teachers for the post of Deputy Headteacher of this school which caters for 35 pupils between the ages of 4-19 years. The post involves leading the senior age group teaching team (11-19 years); contributing towards curriculum evaluation and design as well as certain administrative duties. The vacancy arises as a result of secondment of the present post-holder and is for the 1982/83 academic year only. Application forms and further details obtainable (on receipt of foolscap SAE) from the Headteacher to whom completed forms should be returned by the 14 May, 1982.

WILTSHIRE THE THOMAS WOLBY SCHOOL. Applications are invited from suitably qualified teachers for the post of Deputy Headteacher of this school which caters for 35 pupils between the ages of 4-19 years. The post involves leading the senior age group teaching team (11-19 years); contributing towards curriculum evaluation and design as well as certain administrative duties. The vacancy arises as a result of secondment of the present post-holder and is for the 1982/83 academic year only. Application forms and further details obtainable (on receipt of foolscap SAE) from the Headteacher to whom completed forms should be returned by the 14 May, 1982.

WILTSHIRE THE THOMAS WOLBY SCHOOL. Applications are invited from suitably qualified teachers for the post of Deputy Headteacher of this school which caters for 35 pupils between the ages of 4-19 years. The post involves leading the senior age group teaching team (11-19 years); contributing towards curriculum evaluation and design as well as certain administrative duties. The vacancy arises as a result of secondment of the present post-holder and is for the 1982/83 academic year only. Application forms and further details obtainable (on receipt of foolscap SAE) from the Headteacher to whom completed forms should be returned by the 14 May, 1982.



















South Bedfordshire Training Centre Lecturers II (4 posts)

£6,462-£10,431 p.a. subject to pay award. Required to teach and co-ordinate training for unemployed young people in the following occupational areas:

- business and information services manufacture and process work human and creative services general employment skills

Lecturers I (16 posts)

£5,034-£8,658 p.a. subject to pay award. Required to teach basic skills for the following occupational areas:

- business and commerce (including retail, distributive and financial services) caring services clothing and allied trades engineering construction and environmental skills computing applications catering and food services science and technology design and production general employment skills

Appointments will be made from 1 September, 1982 for 12 months in the first instance, and within the conditions of service and salary scales applicable to teachers in further education.

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.



COLLEGES OF FURTHER EDUCATION

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE... Lecturers II (4 posts) subject to pay award. Required to teach and co-ordinate training for unemployed young people in the following occupational areas:

Lecturers I (16 posts)

£5,034-£8,658 p.a. subject to pay award. Required to teach basic skills for the following occupational areas:

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES... Lecturers II (4 posts) subject to pay award. Required to teach and co-ordinate training for unemployed young people in the following occupational areas:

Lecturers I (16 posts)

£5,034-£8,658 p.a. subject to pay award. Required to teach basic skills for the following occupational areas:

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

CRICKLADE COLLEGE, ANDOVER HAMPSHIRE SP10 1EJ

All posts available as from 1st September in this purpose-built tertiary college.

LECTURER GRADE II (£8462 - £10431) Micro Electronics to teach on a range of electronics courses including TEGA Level and short courses concerned with industrial application of microprocessors

LECTURER GRADE I (£5034 - £8658) to teach in the following areas:- Business Studies - at least two subjects from Law, Accounting, Business Administration, Industrial Relations

Catering Studies - food preparation and related subjects on C & G 706/1 and 706/2

ESN (M) - a one year full time course for ESN (M) school leavers

Geography/Environmental Studies - Geography at A and O Level and contribute to GCE courses in Environmental Studies and Geology and to the TEC Communications programme

Mathematics - at all stages up to A Level

Sociology and Government and Political Studies - in GCE and TEC courses

Textiles and Dress - for A Level; Needlecraft Skills for students on HMFC course and another specialism will be sought - eg. fabric/silk screen printing

Enthusiasm for extra curricular activities and an interest in the College's pastoral care system and complementary studies courses will be welcomed.

Further details and application forms available from the Principal, Cricklade College, Charlton Road, Andover, Hants. SP10 1EJ (Tel: Andover 83311). Please apply at once - it is hoped to appoint in May.

NORTH WEST HARINGEY ADULT EDUCATION CENTRES

Applications are invited from suitably qualified and experienced persons for two full-time posts that will become vacant from 1st September, 1982, at the North West Haringey Adult Education Centres in the London Borough of Haringey.

1. LECTURER I in ENGLISH LANGUAGE AND LITERATURE

The person appointed will be required to teach English Language and Literature to full-time students on the GCE Foundation and 'O' level courses at our Tetherdown Centre. An interest in Remedial and/or E.F.L. work would be an advantage.

2. LECTURER I in ENGLISH AND COMMUNICATION SKILLS

The person appointed will be expected to teach English Language and Communication Skills in Business to full-time students on both the one year B.E.C. General Course and the 18 week Y.O.P.S. Clerk/Typist Course.

Ability to teach another subject such as Commerce, Office Practice or Social Skills would be an advantage. Commercial experience is a further commendation.

Salary, Lecturer I - £5,793-£9,417 inclusive of London Weighting.

Application forms and further details obtainable from: The Chief Education Officer (Ref. FEV/SF/L), 48/82, Station Road, Wood Green, N22 4TY, to whom they should be returned within 14 days of the appearance of this advertisement.

Haringey logo with tagline 'Progress with humanity' and text: 'Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.'

COLLEGES OF FURTHER EDUCATION

NOTTINGHAMSHIRE COUNTY COUNCIL

BEESTON COLLEGE OF FURTHER EDUCATION... Lecturers II (4 posts) subject to pay award. Required to teach and co-ordinate training for unemployed young people in the following occupational areas:

Lecturers I (16 posts)

£5,034-£8,658 p.a. subject to pay award. Required to teach basic skills for the following occupational areas:

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

NORTH YORKSHIRE COUNTY COUNCIL

Applications are invited for the post of Lecturer I in English Language and Literature to full-time students on the GCE Foundation and 'O' level courses at our Tetherdown Centre.

Lecturers I in ENGLISH AND COMMUNICATION SKILLS

The person appointed will be expected to teach English Language and Communication Skills in Business to full-time students on both the one year B.E.C. General Course and the 18 week Y.O.P.S. Clerk/Typist Course.

Ability to teach another subject such as Commerce, Office Practice or Social Skills would be an advantage. Commercial experience is a further commendation.

Salary, Lecturer I - £5,793-£9,417 inclusive of London Weighting.

Application forms and further details obtainable from: The Chief Education Officer (Ref. FEV/SF/L), 48/82, Station Road, Wood Green, N22 4TY, to whom they should be returned within 14 days of the appearance of this advertisement.

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

STAFFORDSHIRE COUNTY COUNCIL

Applications are invited for the post of Lecturer I in English Language and Literature to full-time students on the GCE Foundation and 'O' level courses at our Tetherdown Centre.

Lecturers I in ENGLISH AND COMMUNICATION SKILLS

The person appointed will be expected to teach English Language and Communication Skills in Business to full-time students on both the one year B.E.C. General Course and the 18 week Y.O.P.S. Clerk/Typist Course.

Ability to teach another subject such as Commerce, Office Practice or Social Skills would be an advantage. Commercial experience is a further commendation.

Salary, Lecturer I - £5,793-£9,417 inclusive of London Weighting.

Application forms and further details obtainable from: The Chief Education Officer (Ref. FEV/SF/L), 48/82, Station Road, Wood Green, N22 4TY, to whom they should be returned within 14 days of the appearance of this advertisement.

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

SOMERSET COUNTY COUNCIL

Applications are invited for the post of Lecturer I in English Language and Literature to full-time students on the GCE Foundation and 'O' level courses at our Tetherdown Centre.

Lecturers I in ENGLISH AND COMMUNICATION SKILLS

The person appointed will be expected to teach English Language and Communication Skills in Business to full-time students on both the one year B.E.C. General Course and the 18 week Y.O.P.S. Clerk/Typist Course.

Ability to teach another subject such as Commerce, Office Practice or Social Skills would be an advantage. Commercial experience is a further commendation.

Salary, Lecturer I - £5,793-£9,417 inclusive of London Weighting.

Application forms and further details obtainable from: The Chief Education Officer (Ref. FEV/SF/L), 48/82, Station Road, Wood Green, N22 4TY, to whom they should be returned within 14 days of the appearance of this advertisement.

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

Further details are obtainable from the Chief Education Officer (Ref. TEC 1), County Hall, Bedford. Closing date 19th May, 1982.

tct logo and text: 'Tameside College of Technology'

Applications are invited for the following posts required to commence 1st September, 1982.

ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

HERTFORDSHIRE

Applications are invited for the following posts required to commence 1st September, 1982.

ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

KENT EDUCATION COMMITTEE

Applications are invited for the following posts required to commence 1st September, 1982.

ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

KIRKLEES METROPOLITAN COUNCIL

Applications are invited for the following posts required to commence 1st September, 1982.

ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

KIRKLEES METROPOLITAN COUNCIL

Applications are invited for the following posts required to commence 1st September, 1982.

ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

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KINGSWAY PRINCETON COLLEGE

Applications are invited for the following posts required to commence 1st September, 1982.

ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

KIRKLEES METROPOLITAN COUNCIL

Applications are invited for the following posts required to commence 1st September, 1982.

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SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

SOUTH GLAMORGAN COUNTY COUNCIL

Applications are invited for the following posts required to commence 1st September, 1982.

ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

KIRKLEES METROPOLITAN COUNCIL

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LANCASHIRE COUNTY COUNCIL

Applications are invited for the following posts required to commence 1st September, 1982.

ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

SENIOR LECTURER IN COMMUNITY/ADULT EDUCATION

SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

LANCASHIRE COUNTY COUNCIL

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SUFFOLK COUNTY COUNCIL

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ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

HEAD OF DEPARTMENT OF ENGINEERING AND CONSTRUCTION (Grade VI)

HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

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SENIOR LECTURER IN SECRETARIAL STUDIES

Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beniford Road, Ashton-under-Lyne, OL6 6NX (Greater Manchester, which should be completed and returned by Friday, 14th May, 1982. Ref: TE205/TES.

SUFFOLK COUNTY COUNCIL

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ASSISTANT PRINCIPAL (Group 7, Vice-Principal's scale)

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SUTTON BOROUGH OF

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HEAD OF DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT (Grade V)

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SENIOR LECTURER IN SECRETARIAL STUDIES

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ACTON TECHNICAL COLLEGE LECTURER II in ELECTRONICS LECTURER I in BUSINESS STUDIES LECTURER I in SOCIOLOGY AND GENERAL STUDIES

ACTON TECHNICAL COLLEGE LECTURER II in ELECTRONICS LECTURER I in BUSINESS STUDIES LECTURER I in SOCIOLOGY AND GENERAL STUDIES

ACTON TECHNICAL COLLEGE LECTURER II in ELECTRONICS LECTURER I in BUSINESS STUDIES LECTURER I in SOCIOLOGY AND GENERAL STUDIES

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ACTON TECHNICAL COLLEGE LECTURER II in ELECTRONICS LECTURER I in BUSINESS STUDIES LECTURER I in SOCIOLOGY AND GENERAL STUDIES















### EDUCATIONAL REPRESENTATIVE

North West Midlands  
Potential £8,500-£7,000 + Car

This is an excellent opportunity for a professional person to join our very successful sales team.

**COMPANY**  
We are a leading educational contractor selling a wide range of products into the educational market. Product areas include Aids and Design, Newsprint, General Crafts and Primary Teaching Aids. Part of the Coles Patens Group.

**JOB**  
Promoting the Company and its products by visiting schools, colleges and local authorities within the territory, making and maintaining contacts at the highest levels.

**YOU**  
Between 23-40 with a good educational background and ideally some teaching and/or selling experience, but above all the ability to relate to educationalists and understand their needs.

**LOCATION**  
The successful candidate will already live within the centre of the area, which extends from the West Midlands to West Yorkshire or be prepared to relocate. Telephone or write for an application form and full job description to: Mr. C. J. Bailey, Sales and Marketing Manager.

## Nottingham

### EDUCATIONAL SUPPLIES

17 Ludlow Hill Road, Melton Road, West Bridgford, Nottingham.  
Tel: (0502) 234251. (No Agencies)

## MGP FREELANCE REPRESENTATIVES

to visit schools in the following areas:

1. West Midlands
2. ILEA and North London Boroughs
3. Greater Manchester

You should be located in one of the above areas, have a thorough knowledge of the secondary school system and the ability to work on your own initiative. An ex-English or French teacher would be an ideal candidate. You must be a car owner, prepared to travel up to 10,000 miles per year and to work 16/50 weeks per year.

Previous sales experience is not essential as full training will be given. Earnings will be related to the time devoted to the job and will include a mileage allowance and all expenses.

### FREELANCE DEMONSTRATORS

We also wish to recruit Modern Language Teachers, who have used MGP materials, to give demonstrations, after school hours, at Teachers' Centres.

If you wish to apply for either vacancy, please write with full c.v. to: Angela McCarthy, Personnel Officer, Mary Glasgow Publications Ltd., 140 Kensington Church Street, London W8 4BN.

### LOUGHBOROUGH SUMMER SCHOOL

(in conjunction with the National Sports Associations)

## IN-SERVICE COURSES

30 JULY - 14 AUGUST, 1982

intercomputers in schools  
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swimming weightlifting yoga  
outdoor pursuits

send for the brochure and application form to:  
The Director (T.S.3),  
Loughborough Summer School (ED),  
Education Department,  
University of Technology,  
Loughborough, Leicestershire LE11 3TU

### SUMMER TEACHING IN SCARBOROUGH

## QUALIFIED TEACHERS

and lecturers in further and higher education in English, Foreign Languages/Social Sciences/EFL are invited to teach English Language/British Way of Life to Foreigners at SCARBOROUGH INTERNATIONAL SCHOOL (students 13-17), or at SCARBOROUGH CENTRE OF ADULT STUDIES, or at SCARBOROUGH INTERNATIONAL COLLEGE FOR TEACHERS OF ENGLISH.

Good salaries, exceptionally keen students and beautiful seaside resort, make for a professionally and socially rewarding experience.

**IMMEDIATE** interviews for teachers of strong and friendly personalities.

Letters with curriculum vitae should be sent to: Director of Education, "Cheswood Hall", 37 Skelton Road, Scarborough.

### MISCELLANEOUS

#### DYPED

**EDUCATION AUTHORITY FIRST TEACHING APPOINTMENT**  
The Authority will have a limited number of vacancies for First Teaching Appointments which will be advertised in September 1982. The appointments will be confined to students who have qualified in their final year at College and also to teachers who have qualified in recent years but have not secured permanent appointments.

Application forms are available on request of a stamped addressed envelope from the Area Education Officer at the undermentioned administrative offices. The closing date for completion of applications is 31st May, 1982.

Area Education Officer, Maresfield House, 117, West Street, Brighton BN1 3AP

Area Education Officer, No. 1, Spring Road, Carmarthen SA3 1JN

Area Education Officer, 11, Green Road, Havant RG26 2AA

Area Education Officer, 17, Gifford Road, Lincoln LN6 1SP

J. Phillip, Director of Education, Education Department, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 403, 405, 407, 409, 411, 413, 415, 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